

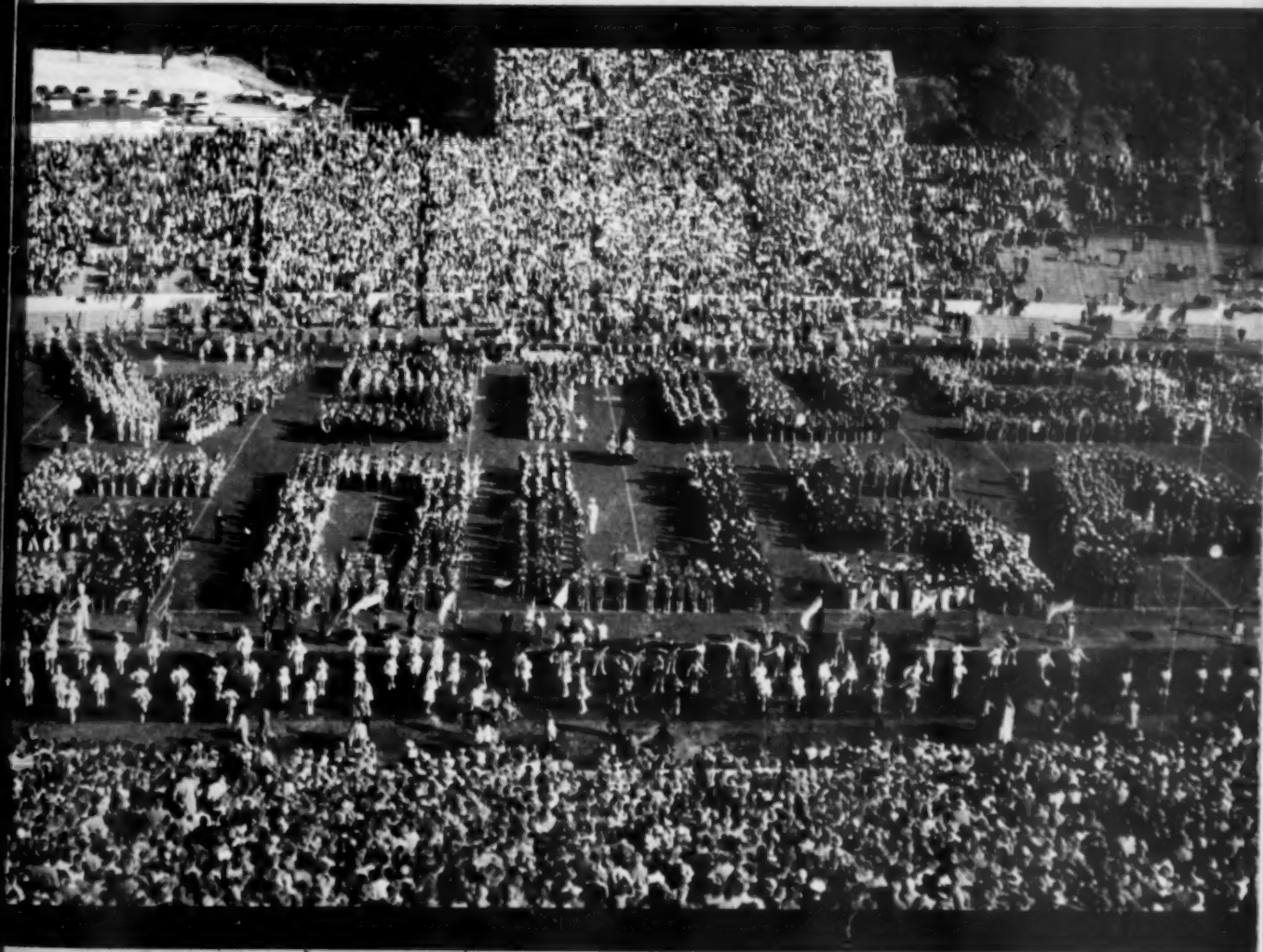
OCTOBER, 1959

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Operation Fitness—Missouri

Ideas for your Bulletin Board

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## THE COVER

*High School Band Day at Old Mizzou is one of the most colorful events to ever grace the football stadium of the M. U. Tigers. Participating in this event held for the 14th consecutive year were approximately 4,000 students from about 64 Missouri High Schools. Photo by: Photo Service, University of Missouri.*

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Published monthly Sept. through May at Columbia, Mo., by Missouri State Teachers Association. Entered as Second Class matter, Oct. 29, 1915, Postoffice at Columbia, Mo., under Act of March 3, 1879. Acceptance for mailing at special rate provided for in section 1103, Act of Oct. 3, 1917; authorized May 17, 1921. Annual membership dues \$4.00. Subscription to non-members, \$2.00 a year.

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High School: James Coe, M and PH; James Hodge, Jr., BI and PE; and Earl Shultz, SS and PE.

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High School: Mrs. Agnes Woods, CS; and Paul Richardson, Coach and PE.

### PUXICO

Marguerite Rhodes, 1st; and Vivian Reed, 6th.

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Elementary: Esther Todd, 2nd; Betty Cavender, 4th and 5th; James McDonald, 7th and 8th SS; and Dwight Moodie, 7th and 8th M.

High School: Don Bussey, E, S and LI; and Gerald Nelms, Coach and DT.

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Elementary: J. W. Mondy, and Jean Ann Crum.

High School: Alma Lou Dixon, SP; James Maze, BD and CH; Hettie Orton, VHE.

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Wanda Walker, E and LA; and Sadaan Riley, 4th.

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High School: John A. Parker, PE and coach; Alyce Kuehl, VHE; Geraldine Davis, E; Leo P. Jones, principal; Elvera Baumgartner, music.

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### FAYETTE

Donald Burke, E and foreign languages; Amos Beinke, special education; Joanna Dunnington, junior high; John Isbell, HH and Boys' PE; Carol Lindauer, Girls' PE; Mrs. L. D. Long, instrumental and vocal music; and William C. Zimmerman, SC.

### BRUNSWICK

Arthur Summers, PE and coach; Mrs. Patricia Wagner, VHE; William Bushmeyer, VA.

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(Continued on page 6)



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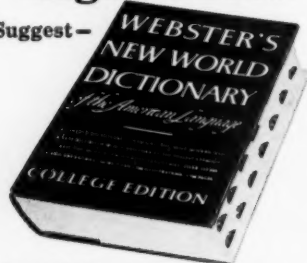
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(Continued from page 2)

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**High School:** Berneice Dry, E; James M. Luetjan, SS, BI and basketball coach; Joseph L. Mitch, CS; Sheryl Ann Fullerton, girls' PE; Gladys Sparks, SS and PSY; Thomas J. Nelson, M and SC; Mary Elizabeth Worley, M.

### WASHINGTON

Oliver Barnard, principal, R-4 School; and Shirley Agge, 3rd and 4th.

### INDEPENDENCE

**Elementary:** Carolyn Reich, Helen M. Wise, and Helen Harley.

**High School:** Bert Nathan Felter, M; Virginia Straub, E; Robert W. Straub, SS; Edgar Phillips, SC; Carl Ray King, HH and PE.

### RENICK

Sylvia Sullivan, 1st; Dorsey Guy, superintendent; James Sears, DT, IA, PE and coach; Paul Hurd, vocal and instrumental music; Sue Paul, SC and HE; Carolyn Jewett, E and CS; Abigail Berry, E and SS; and Helen Ervin, SS and M.

### BROOKFIELD

**Elementary:** Mrs. Mary Cable, Mrs. Marian Wood, and Mrs. Hazel McNish.

**High School:** W. K. Calvin, Jr., E and speech.

### ANDERSON

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### WINDSOR

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### NEOSHO

**Elementary:** Eugenia Hailey, Mildred Shorter, Wilma D. Williams, Nellie Jo Reynolds.

**High School:** Mary Ann Dillard, E and speech; Robert Dillard, DR and speech; Ruth Bush, E; James Blankenship, H; Ann Cope, E; Betty Lou Douglas, SP; Henry Ford, vocal music and speech; Joy Johnston, HE; Clara Fay Priest, HE; Juanita Sherrill, girls' PE.

### CENTERVILLE

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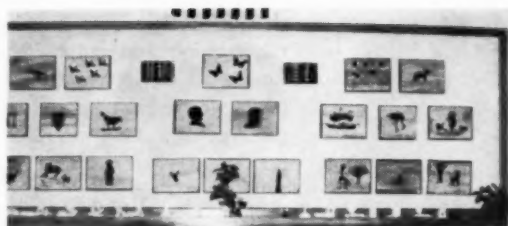
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**WATER COLOR TECHNIQUE:** Silhouettes, in black water color superimposed on pastel water color backgrounds. Patterns for silhouettes were freehand.



**CHRISTMAS STORY:** Backgrounds were of dark blue paper. Rays from the star were gold colored ribbon. The figures, freehand, were white construction paper. Bible reference: Matthew 2:9

# IDEAS

For *YOUR*

## Bulletin Board

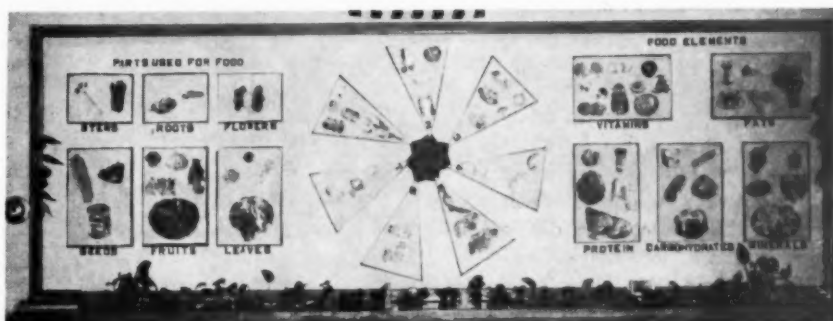


**THE LORD IS GOOD:** Why the Pilgrims were thankful; why we are thankful. The center was a large picture of the American flag. Turkeys were cut from black construction paper.



**FIRST THANKSGIVING:** Figures, trees, and stumps were made of black construction paper, cabins of brown. Church was of white construction paper mounted on black. Background was made of black crayon.

Ruth Browitt, sixth grade teacher in Macon, shares these suggestions for a classroom bulletin board



**FOODS FOR HEALTH:** Seven Basic Food Groups shown in center. Posters on one side show food elements—protein, fat, carbohydrates, vitamins, minerals. Those on other side illustrate parts of plants used for food—roots, stems, leaves, flowers, seeds, and fruits.

# Cooperation for Safety . . .

*Safety helps each  
reach his  
unspoken goal . . .  
To Live*

By Normal Patterson  
Safety Officer  
Springfield Public Schools

**D**URING the early morning hours of December 24, 1943, a large transport ship left Southampton, England, bound for Cherbourg, France. Along with 5,000 others, I was on that ship. The weather was bad, rainy and windy. The swells were high, making a very rough passage. Prior to this trip, another uneventful passage had been made from the United States to England. Three times each day emergency drills were held and, as the days passed, the monotony of the drills began to play on the people's nerves. The trip on December 24, 1943, started similarly and the drill, combined with the weather conditions, caused discontent among the passengers very early that morning. At 6:25 p.m., the ship was struck by a torpedo and about 8 p.m. the ship sank. Five thousand persons aboard and only 800 lost at sea.

On Christmas morning, 1943, I regained consciousness in a white-walled room of an Army base hospital in Cherbourg, France, and immediately began to realize the value of the constant drilling we had participated in on board the ships. Safety education was only a thought to me at that time, but later, after nine years with the Springfield Police Department, during which I commanded the detective division, the opportunity to take an active part in the Springfield Public Schools safety program was presented to me. The need for cooperation among the different school institutions was instilled in my mind and I discov-

ered that this was a very necessary part of the planning of other administrative staff members of the public school system.

"A continuous, positive program of safety education is maintained in the Springfield Public Schools. This program is based on the belief that, to be effective, safety instruction must teach every pupil to accept the responsibility for his own safety and that every pupil must be increasingly independent of other individuals in meeting hazardous situations. Safety education is a job for every teacher, every parent, and for many others, including police and other officers of the law. Of necessity, it must be an integral part of the total educational program."<sup>1</sup>

In addition to this statement, the safety officer of the Springfield Public Schools shall "serve as liaison between the schools and all law enforcement agencies."<sup>2</sup> These statements make it mandatory that the public schools safety officer cooperate with the city police, county sheriff, state patrol and federal officers.

The booklet known as "Manual of Operations" is available to all school faculty and personnel and has been studied by them so that procedure is closely and easily followed.

One phase of our school safety program is the teaching of traffic rules. This is taught by using a

1. Safety Education, Manual of Operations, 1957, p. 53.

2. Safety Education, Manual of Operations, 1957, p. 22.

booklet entitled "Traffic Code of Springfield, Missouri." This booklet is prepared and given to the public schools by the city government. It contains sections on definitions, administration and enforcement, traffic-control devices, operation of vehicles, speed laws, special stop signs, method of parking, prohibited parking areas, loading and unloading zones, restricted parking, parking meter zones, rights and duties of pedestrians, bicycles, and other miscellaneous provisions. This booklet is given to all sophomore students as they participate in the schools' driver training program, but another important use is by elementary classroom teachers as they instruct their students on bicycle and pedestrian safety.

Another area of cooperation between the Springfield Public Schools and the local police department is planning and traffic. The school boundaries are adjusted so that a limited number of major streets are crossed by students. Recently, a representative of a firm which sells traffic safety devices called on me and, after surveying our school districts on a map, could not locate a major unprotected street or intersection used by students.

This arrangement indicates close cooperation between the schools, police, and planning and traffic department of Springfield. Every one of the 43 schools in this city is supplied with protective signs as well as instructions. Each area surrounding each school has been surveyed and necessary street markings have been supplied by the City Government. Each survey has been plotted on individual area maps and is subject to future changes because of the dynamic conditions existing in Springfield.

I mentioned major intersection protection for children, and to qualify that statement I would explain that the police department budget contains money for salaries for 12 street-crossing attendants. These twelve women are supervised by the traffic division of the Springfield Police Department and are placed at 12 vital locations to assist elemen-



## Ray Wood Honored



Mr. and Mrs. Ray Wood at a reception given by the Lambda Conclave of Kappa Iota sorority upon Mr. Wood's retirement as superintendent of the Bolivar public schools following 28 years of service. Mr. Wood has been a member of the profession in Missouri for 49 years.

mulating a City Reserve Police Force. This unit was formed under the direction of the American Legion, but later became an auxiliary to the Springfield Police Department. This unit consists of approximately 30 citizens who voluntarily give their time and effort to such projects as the police department may suggest.

The Reserve Commander maintains liaison with the police through the police department training officer. Our agreement with the police department enables the schools to obtain traffic direction, building security, and populace protection at all school functions. Most noticeable assistance is received during the football and basketball seasons.

The Reserve Police participate in this phase of the safety program without pay, but are being compensated by the Board of Education through contributions to the group's uniform fund.

Practice over and over almost to the point of being disgusted. *Living is the unspoken goal of almost everyone.* How we live is a personal matter, but health and economic security is a momentary conclusion. Health, economic security, and safe living habits tempered with the right to the pursuit of happiness, religious freedom and education forms the basis of the good life.

tary school children to go to and from school. Most of these positions are on major highways within the city and were chosen as dangerous spots by the Chief of Police and Director of Traffic and Planning after conferring with the Public Schools Safety Officer. The value of this cooperative program is shown by statistical information which indicates that not one child has been injured at a major controlled intersection since this program was put into practice.

Remember, one goal is to teach safety habits in such a manner that students will become self-sufficient and be able to act safely as they advance through the school grades. We teach respect for official police control while students are in the first grades. During junior high years, a continuation of teaching safety rules is combined with a relaxing of on-the-spot adult control. The emphasis is placed on recall of elementary instructions, plus using good sound personal judgment.

During the senior high school grades, emphasis is placed on driver training education. Other phases such as first aid, health and safety, safety in athletics, and safety-on-the-job training are re-emphasized by classroom teachers in physical education, home economics, and other vocational courses. Even though the police have no active part in the majority of these decentralized programs, they reap a direct benefit because the emphasis on safety has accumulated over a 12-year period, making the need for enforcement extend to fewer people.

Speaking of law enforcement as it pertains to police activities, we feel that a positive approach should be taken by the police. Springfield's Police Department has recently re-divided and re-evaluated the use of its personnel. This division resulted in the formation of the traffic division whose direct responsibility is enforcement of traffic ordinances. Traffic, in its context, has come to mean automobiles. Designing the streets for the quick movement of motor vehicles is necessary, but at the same time, we must keep in mind

that traffic also includes pedestrians.

Traffic includes bicycles, youngsters on tricycles, pushcarts, and toys. With a spirit of cooperation and constant discussion and planning, our city streets are now designed with all types of safety in mind. Crosswalks are laid out and kept clearly painted and marked. Parking is prohibited on the sides of streets next to school buildings.

Student loading zones are designated and clearly marked.

Semi-automatic crosswalk signs are being installed at dangerous crossings. Speed zones have been established in the area surrounding all schools. Women attendants are used at the most dangerous crossings. With all these improvements, enforcement is absolutely necessary. The police provide automobile and motorcycle patrols to insure adherence to the safety rules. Radar is also used to control speed. Interest in making this part of the over-all safety program effective is definitely shown by the police and through constant enforcement fewer injuries result.

To further the cooperative effort, each public school has its own safety council composed of a representative of each grade or homeroom. A sponsor is appointed by the principal and students are urged to take an active part in planning their own safety program. The public school safety officer attends as many council meetings as possible each school year and many of the suggestions which are made by the student safety councils are put into actual practice in all schools.

Also, the students' suggestions are welcomed by the Director of Traffic and Planning and the Chief of Police for the City of Springfield. These suggestions are forwarded by the safety officer and, after discussion and study by city officials, have in some cases been accepted and used in the city-wide safety or traffic program. This type of cooperation naturally causes our students to take pride in the council program since they know that they are taking an active part in the plans.

Probably one of the most helpful cooperative endeavors is that of for-



**SPEAKERS at the General Sessions, L. to R.:** Mrs. Henry Carr, President, Missouri Congress of Parents and Teachers; Hubert Wheeler, Commissioner of Education; John Evans, First Vice-Pres., MSTA; Clarice Kline, Vice-Pres., NEA; Everett Keith, Exec. Sec., MSTA; and C. H. Lindemeyer, President, MSTA.



**GROUP SINGING** was an enjoyable climax to an evening at the council ring.



**Community Teachers Association leaders in Group 1 of the MSTA-NEA Conference that met at Bunker Hill Resort August 10-12.**

## PLANNING

# Professionals

**C**OMMUNITY association leaders, departmental chairmen and district officers met August 10-14 at Bunker Hill Ranch Resort to make plans for community association programs and activities and legislative action for better schools.

Meeting in two groups, over 230 leaders heard Mr. Everett Keith, executive secretary, MSTA, describe the organization at work.

Clarice Kline, vice president, NEA, spoke regarding the work of the National Education Association.

Mrs. Henry Carr, president of the Missouri Congress of Parents and Teachers, and Mr. Hubert Wheeler, Commissioner of Education, State Department of Education, reviewed the programs and activities of these related organizations at the second general session of the conferences.

Virginia Carson, president of the Department of Classroom Teachers, MSTA, led the discussion on the work of community associations. Suggested programs and working plans for the locals were discussed at length.

# Improvement

A discussion "Financing Our Public Schools" was led by Ward E. Barnes, chairman, MSTA Legislative Committee, and superintendent, Normandy schools. Delegates delved into such topics as the division of support between the local districts and the state, federal participation and the opportunity to get the new improved foundation program financed in full at the 1961 General Assembly.

MSTA and NEA services were brought to the attention of the delegates through a discussion led by Adah Peckenpaugh of Clinton.

The new film "Right Angle" was previewed by the groups.

Alfred Bleckschmidt, supervisor of fine arts, State Department of Education, was very successful in securing wonderful participation in group singing.

Recreation each evening in the form of square dancing was under the direction of Norman S. Lawnick, University of Missouri.

C. H. Lindemeyer, president, MSTA, inspired the groups in the closing session using *Teaching* as the subject of his address.



LEADERS of discussion groups and special events were, L. to R.: Adah Peckenpaugh, Clinton; Ward Barnes, Normandy; Virginia Carson, St. Joseph; Alfred Bleckschmidt, Jefferson City; Norman Lawnick, Columbia, and Harold Lickey, Marshall.



CARVING melons for the picnic are L. to R.: M. M. Morrison, Kansas City, and Norman Lawnick, Columbia.



**Group II of the Leadership Conference that held its sessions in Behren's Hall at Bunker Hill Resort August 12-14.**

by Dr. Lloyd P. JORGENSEN  
Associate Professor of Education  
University of Missouri

*Before they give an off-the-cuff opinion  
critics of our public schools should know . . .*



## The Purposes of Education — European and American

**D**URING the post-war years, there has been a greatly increased interest in European education. The European secondary schools, particularly, have aroused interest here, and some observers insist that the American secondary schools suffer by comparison to them.

If we pause, for a moment, we realize that we cannot evaluate any system of education until we understand its purposes. The place of school activities, the training of teachers, the architecture and cost of school buildings—all of these, and many other matters are to a large extent determined by our concepts of the purposes of education. A consideration of the purposes of European education might, therefore, help us to understand it, and possibly also help us to define more clearly our own purposes.

To an American, one of the most striking things about the European school systems is that they are not unified, in our sense of the word. It would be much more accurate to say that each of the Western European countries has two systems of schools—an elementary system and a secondary system. To be sure, we also make a distinction between elementary and secondary schools. But the distinction here is one of degree. The terms, elementary and secondary, as we use them, distinguish between two different levels in the students' educational progress. But these two levels

are part of an integrated system.

In Europe, the situation is much different. Elementary and secondary education are separated by a vast and almost impassable gulf. Students do not complete the elementary school and then enter the secondary school. Rather, a small minority of students are taken out of the elementary schools after completing four or five grades, and placed in secondary schools. Those not selected for secondary schools remain in the elementary schools for approximately four more years. There are, further, many other differences. The secondary school teachers are university-trained people. The elementary school teachers, in the vast majority of cases, are not. The secondary school teachers enjoy a rather high social status, and from an economic point of view, their position is distinctly favorable. The elementary school teachers do not share in this preferred social status, and their salaries are much lower. Except in England, secondary and elementary teachers do not even belong to the same professional organizations.

These surface differences are merely symbols of a much more basic fact. The basic fact is that these schools have entirely different purposes. Elementary education in Europe was originally designed to serve the needs of a socially inferior group. The best elementary schools in Western Europe during the last century

were, without any doubt, those of the Kingdom of Prussia. The purposes of Prussian elementary education were officially defined as follows: *That the common people, 1. may be intelligent in regard to all matters within the narrow sphere to which God has called them . . . 2. may learn to read, write, reckon, and sing. . . 3. may love their rulers and their fatherland, be informed, according to the needs of their social position, of the institutions and the laws of their country, be contented with their social status, peaceful and happy with their lot. . .*

This was by no means an exceptional case. The circumstances surrounding the creation of the French elementary school system were almost identical. The man most responsible for the creation of the French elementary school system was the historian, Francois Guizot. The large majority of children, Guizot felt, needed no more than an elementary education. When average persons attend secondary school, he said, "they develop tastes and habits that are incompatible with the circumstances to which they will of necessity return; and, once departed from their natural sphere, they become, almost without exception, ungrateful, unhappy, and discontented beings, burdensome to themselves and to others."

### Little Change

Although these systems of elemen-



tary education were designed for monarchical states, they have not changed greatly with the coming of democracy. Elementary education is still the only full-time education available to the large majority of children in Western Europe. As a matter of fact, the proportion of students whose full-time education is limited to elementary schooling (about 80%) is not significantly different from what it was one hundred years ago. This is not to say that European children have no opportunities for further training. They have very good opportunities, mostly of a vocational type, but this is only part-time schooling. It is not a part of the secondary school system, and it does not lead to any secondary diploma. The full-time schooling of the large majority of Western European children is completed when they finish the elementary school.

As a result of this, a stigma has attached to elementary education in Europe. A person who has not been able to gain admission to a secondary school is, by this very fact, set apart. Most of the good employment opportunities are closed to him. As a matter of fact, the distinction between those who do and those who do not go on to secondary school has been so great in England that it used to be a term of condescension to refer to a man as an "elementary man." So common was this attitude of disdain that the educational authorities in England have removed the term "elementary" from the educational terminology altogether. The official description of this level of education is now "primary" education.

By contrast, attendance at the European secondary school is a privilege maintained for a small minority. In many respects, the position of the European secondary schools is an enviable one. These schools are staffed with the best-trained teachers. The teachers are paid well. Partly as a result of this, they enjoy a social prestige which is distinctly higher than that accorded to the secondary teacher in this country. The official title of the French secondary teacher is that of "professor." The standards of attainment in these

schools are high. The work is largely of an academic type. There is no vocational training. School activities of a social type are less common than they are here. Examinations are public, and tremendously important. The fame of many of these institutions has become world-wide, and justly so. The purpose of secondary education in Western Europe, therefore, is quite clear. It is to provide an academic training of high quality for a carefully selected minority of students.

### Selective Education

Although it is not the purpose of this article to evaluate the European secondary school, or to compare it directly with the American high school, two comments might be made. The European secondary school caters exclusively to that fifteen or twenty per cent of the adolescent population which Dr. Conant has referred to as the "academically talented" students. This is its greatest strength. Its greatest weakness is that it excludes four-fifths of the adolescent population, many of whom would, without any doubt, profit greatly by further full-time schooling. The tremendous waste of potential manpower which results from this is a matter of deep concern for European educators.

It is clear, from the above, that any comparison of the average high school student with the average European secondary school student is utterly misleading. The only valid comparison which could be drawn would be between an average American high school student, and a European adolescent who is enrolled in a continuation school for eight or ten hours a week. Or, again, a comparison might be made between the students enrolled in a European secondary school and the top fifteen or twenty per cent of the students in an American high school.

### Schools Differ

The American schools are quite different from European schools, even though we have a common heritage. How did this difference come about? Basically, I believe, because of some unique conditions

which shaped the nature of democracy in the United States. European society, and for that matter American colonial society, was highly stratified. After the new republic had established itself, many of its leaders were determined to rid themselves of the vestiges of the class society. It is significant that one of the good accounts of the Jacksonian Period, written some years ago, is entitled *The Rise of the Common Man*. In addition to the extension of the franchise and the right to hold public office, the Jacksonian Period was characterized also by many other reforms, such as the more humane treatment of the deaf and dumb, prison reform, and others. In brief, democracy as conceived here, has contained a strong tendency to exalt the average man. Or, to put it in another way, it has been marked by a strong spirit of equalitarianism.

Now certainly no one can seriously question the value of the doctrine of equal opportunity, or the basic wisdom of a concern for the oppressed and underprivileged. Surely America has been the land of opportunity for the common man, and this is one of our proudest achievements. What other nation in the history of the world has received from a grateful people a great statue, dedicated to liberty, and inscribed with the words, "I lift my lamp beside the golden door"?

At the same time, however, the doctrine of equality has also had a negative side. The French observer, Alexis de Tocqueville, observed that the spirit of equalitarianism is hostile to intellectual distinction. Lord Bryce, writing more than a half a century later, remarked that writers and scholars enjoyed very little prestige in the United States.

Throughout much of the nineteenth century, formal education was considered an obstacle to business success. The American attitude toward education is well-expressed in the study entitled, *Middletown*:

Education is a good thing, but it is the practical man who gets things done; . . . science is a good thing too, but it has no right to interfere with business or anything like that; . . . The (See Purposes of Education page 22)

# Remove Not THE LANDMARKS of Thy Fathers

By DeVere Ashmore Stephens  
Chesterfield

**G**RAVE concern over education in the United States is positive evidence that changes must be made that are adaptable to present and future needs of the American way of living, but thoughtful care and consideration must be exercised to protect and insure the continuation of our unique heritage established by the well-defined landmarks of our fathers.

Our keen sensitiveness of individual worth should determine the type and extent of fundamental changes in our very important institutes of learning.

Russian techniques in education may have their virtues but are more adaptable to their way of life than to ours. Our problems must be solved sanely and progressively in the light of American ideals and culture.

To accent our educational plight by adopting rigid measures commensurate to communism should not mislead the thinking of the American public. A true parallel cannot be drawn between the two educational practices in terms of present and future needs. Such high pressure attempts are mainly propaganda bait with some selfish motive in mind.

Sporadic thinking generated by selected arousing illusive examples create pandemic chaos which softens the public and makes a commercial kill easy.

## Revolution

Nevertheless, the many evidences of dissatisfaction and perturbances throughout our nation indicate that

a revolutionary movement is shaping up in our educational field, but this is a logical thing to expect in line with other changes in life activities.

Nothing really alarming is happening to our educational system, but it is notoriously viewed with suspicion by the inflamed public which grows more excited by the illusive contrasts of American and Russian education.

The progressive education reform movement that began in 1919 has stimulated thinking along the philosophy of John Dewey. Progressive education practices are not directly responsible for the present educational crisis but they most certainly have helped to jar the public from its snug repose regarding education.

## Dewey's View

In keeping faith with the precepts of our forefathers it is logical to conclude that the answer to our dilemma is the genuine acceptance and religious practice of the following points of John Dewey's philosophy:

a. Knowledge, skills, and values which define maturity are learned most effectively when they are based on the previous experience of the child and satisfy his current needs.

b. Since individuals differ in all sorts of ways, whatever needs to be learned can be learned best by a variety of methods.

c. Properly aroused interest related to the natural abilities of the child furnishes sustaining drive in learning.<sup>1</sup>

Regardless of what is said and done, only one place can carry out the adaptiveness necessary in a corrected educational program. That place is the classroom.

We have some teachers who carry a burdensome and useless load of "dead wood" in their teaching program. This is primarily because it offers a "prop" and a degree of security.

As a "prop," it provides him with a skeletal structure to get through the daily routine and still feel that he is a respectable teacher in the sight of pupils, parents, and administration.

## Routine Practices

The security from compliance with acceptable routine practices provides a means of protection from criticism by fellow-workers and the general public.

The "dead wood" teacher with his antiquated methods of teaching has foremost in mind to relay facts of information principally in an effort to indoctrinate instead of helping each individual child solve his present problems of living and progressively aiding him to outline and follow a wholesome pattern of living for the future.

The only sensible approach to a useful education for a child is to take all factors of the child's life into account.

The education of a child must be recognized as that which comes from

(See Landmarks, page 51)

<sup>1</sup> National Educ. Assoc. Research Bul. Vol. XXXV, No. 4; Ten Criticisms of Educ. Dec. 1957, p. 138.

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# Senior Basic Business--Our Experience

By Vaughn Henderson  
Wm. Chrisman High School  
Independence

IN 1957-58 "Senior Basic Business" was offered on an experimental basis to high school Seniors at Hardin, Missouri. Although being taught for the first time in Missouri, this course was not a result of "Sputnik" nor the recent impetus toward curriculum change. Rather, it was the outgrowth of a long recognized need for business understanding.

For years it has been generally agreed that an understanding of our American business system is necessary to intelligently perform our responsibilities in this country. With our government functioning as it does today and with the present complexity of our business system, can we even vote wisely without an understanding of business organization, labor and production problems, money, credit and price principles, business cycles and such?

Much has been written concerning this need for basic business or economic education. R. G. Walters, for example, states

If . . . we establish a type of public education that is supposed to prepare for business with its accompanying human responsibilities, but that in reality is limited to a narrow concept of skill development, we mislead both the individuals who are being educated and society that supports the schools.

Concern also is indicated by some state authorities as well as by the Council for Advancement of Secondary Education; while some state handbooks on business education (South Dakota and Indiana, for example) provide for a senior basic business course, the Council has completed two surveys to find the basic essentials needed for economic literacy.

To suggest that only professional

educators are interested in the understanding and appreciation of our American business system would be misleading; both business firms and unions have inaugurated programs of training in an attempt to improve basic business education.

In spite of these opinions and efforts of business educators and industry, and despite the need for understanding of our business system, not enough is being done to meet this need. A study by *Fortune* indicated that for the entire nation only about ten per cent of the secondary school students enrolled in basic business courses which would result in such an understanding.

Recognizing this lack of enrollment in courses which would result in basic business understanding, the Senior Basic Business course was offered, with the help of the Business Department of Central Missouri State College, for one unit credit at Hardin High School.

## Organization of Senior Basic Business Course

In this course I tried to incorporate many concepts necessary for economic literacy and to make the subject matter more palatable to high school students than the traditional economics courses have been.

As a guide for content and direction of the class, a course outline prepared by the state curriculum committee was used. The major objectives as listed in the outline were:

1. Development of an understanding and appreciation of our capitalistic economic system.
2. To understanding how consumer wants and needs may be best satisfied through wise purchases of goods.
3. To promote understanding of the problems of the business-

man in conducting his business as well as those of the worker in his relationship with his employer and his fellow workers.

4. To develop desirable personality traits in the student which will contribute to his success and happiness as a citizen.
5. To enlarge the business vocabulary of the student.

To achieve these objectives, the course outline suggested the following units of study:

- I. How can we gain a better appreciation of our capitalistic system?
- II. What are the principal types of ownership?
- III. How is a business organized?
- IV. What are problems of production in modern business?
- V. How are money and credit used?
- VI. What is the role of prices in the American economy?
- VII. What is the labor problem?
- VIII. How can we become better consumers?
- IX. What should we know about distribution?
- X. What are some of the problems facing the owner of a small business enterprise?
- XI. What are the essentials of modern retail salesmanship?

## No Text Available

Since no textbook comprehensively parallels this course outline, units for class study which most nearly conformed to the course outline and which most nearly led toward the achievement of the course objectives were chosen from four books. Five copies of each of these books were available for student use. To supplement the textbook material, educational films and daily newspapers were used extensively. As in any socio-business course, community re-

(See Business, page 50)



# A LONG LOOK

## *at the High School Yearbook*

*By Dr. William H. Taft,  
Associate Professor,  
School of Journalism,  
University of Missouri*

MISSOURI high school teachers who supervise school newspapers and yearbooks are a varied group. Most lack adequate journalism training to produce outstanding publications, and many lack adequate facilities and sufficient time to turn out prize-winning newspapers and annuals.

Mrs. Betty Rudy Bower, a graduate journalism student in the University of Missouri, completed a thesis study of 128 secondary school yearbook advisers last year. Data used here comes from this study, which was supervised by this writer. Some 150 questionnaires were sent out with 127 usable returns.

The majority of administrators have favorable attitudes toward the yearbook, according to Mrs. Bower. Of the 106 advisers answering this question, it was indicated that 87 administrators were favorable toward the yearbook and cooperated in its production. Eleven were apathetic and eight were opposed to the publication.

### **Public Relations Tool**

Some administrators regard the yearbook for what it is, an effective public relations tool in communicating with students, parents, faculty and community, as well as recording the highlights of the school year. Others feel it is valuable practical training.

Schools selected for this study are members of the Missouri Interscholastic Press Association. Membership in this group, sponsored by the University of Missouri School of Journalism, is voluntary. Those that join apparently have a desire to improve

their publications. Members receive monthly publications from MIPA, join in a fall workshop in Columbia, and submit their publications for critical evaluation.

Mrs. Bower's study was concerned with four categories:

1. Facilities—Physical accommodations for staff use, time available, and staff training procedures.

2. Selection of staff—Methods were requested as well as recognition given students for their work on publications.

3. Finances—Sources of income in percentages.

4. Supervision—Training of the adviser, as well as work load carried, attitudes of administrators and degree of supervision exercised by advisers.

Let us first look at the classification of schools represented. Of the 127 that replied, 11 were schools with less than 100 students; 69 had from 101 to 500 students; 24 from 501 to 1,000; 11 from 1,001 to 1,500; and 12 of 1,501 or more.

With 127 replying to this question, 116 indicated they published yearbooks. Three of these schools were parochial, three were private and all others public. They reflect a growing tendency in the yearbook field, with three-fourths of the books produced by lithography and only one-fourth by letterpress.

Most Missouri schools have some facilities for the yearbook staff, but often working conditions are far from ideal. Only 15 per cent had a special room for the yearbook staff. Another 26 per cent had joint use of room with the newspaper, while the largest group, 54 per cent, use the adviser's room. The other five per cent either had no space at all, or had use of a "publications room."

### **Lack of Time**

One of the chief complaints from advisers is lack of time available for

publication work. In Missouri conditions are not as bad as they might be, since nearly half the schools provide regular class periods for yearbook planning and production. In 22 per cent of the schools study hall periods were utilized by staffs and for 10 per cent extracurricular activity periods were provided. One school encouraged students to use free periods during the school day, while the other 10 per cent failed to provide any time either during the school day or in extracurricular periods for yearbook work.

It is interesting to note that of the 56 schools providing classroom instruction for yearbook work, 47 held sessions daily, four met weekly, two met biweekly, and three "as needed."

There are still too many advisers like the one who said she gave individual training in her home to various staff members, working closely with them on their respective jobs since there was so little time they could work at school. This is doubly important when one considers that often the yearbook represents the most costly extracurricular activity in the school program, other than sports.

A total of 47 schools have an apprenticeship program. Many attend outside conferences conducted by the University of Missouri, Washington University, other institutions in the state and by various yearbook publishers. More than one-third of the yearbooks are entered in critical services for evaluation. Advisers of 21 publications require key personnel to prepare written accounts of their jobs for subsequent staff members to study.

### **Rewarding Staff**

Care must be taken in selecting an editor, and as with all types of extracurricular programs, some form of recognition is suggested for yearbook staff members. With 107 having some



form of recognition of the 127 answering the questionnaire, 19 schools offer academic credit; 33 provide merit awards and two both merit awards and service points; eight provide service points alone, while 17 give both academic credit and awards or service points. However, 28 provide no recognition which would indicate lack of appreciation of the faculty for work involved in producing a yearbook.

This indicates more schools should turn to credit for such work, similar to that provided in music courses and other activities.

"The general plan of financing the school annual may indicate the status which is accorded it in the eyes of the school administrators, the community, and the students," Mrs. Bower writes. Main sources of income remain traditional: advertising, book sales, activity fees, sale of space, revenue from pictures and subsidies. Most yearbook workers believe these books should pay their own way, providing better all-round training for students.

#### Financing Yearbooks

One adviser expressed a commonly-voiced opinion when she wrote that her administrative board balked at "milking the local merchants for yearbook advertising." Of the 116 schools answering this question, 94 are self-supporting, 19 partially subsidized and three operated from activity funds alone.

Most schools used several means to obtain income. Nearly 100 received money from sale of books; 69 took in advertising; 20 received money from clubs and patrons; 15 worked at concessions at games; nine sold surplus pictures while two had the seniors pay extra for their pictures. Others were aided by the school newspaper fund, activity tickets, photographers' rebates, magazine sales and assorted plans.

Generally, the larger the school the less dependency upon advertising.

There was only one journalism major of the 105 teachers who answered this questionnaire. By far the greatest number, 65 per cent, are English majors, with 21 per cent in

commerce, six per cent in art, and others assorted backgrounds. Eight teachers did report minors in journalism, but more are needed with specific journalism training.

In-service training offers one solution. Summer short courses, fall and spring conferences and other training programs are recommended. More and more yearbook publishers offer free one-day programs where qualified personnel discuss various aspects of yearbook publication. Principals could urge teachers to take more journalism courses in the summer. The University of Missouri offers a course in High School Publications each summer, and many of the other institutions in Missouri have similar courses available.

Missouri advisers are concerned with their tasks and many are improving their background through these channels.

The final problem concerns teaching load for advisers. In some cases the adviser is credited with one course for handling a publication. Yet 53 per cent of the teachers must handle the yearbook in extracurricular time. In 12 per cent of the cases, classes are limited for advisers and in 33 per cent of the schools, time is provided in the schedule for yearbook advising. In a few cases the principal or superintendent assumes yearbook sponsoring duties.

#### Conclusions Reached

Some cases warrant study. One adviser wrote that she taught five English classes, a dramatics course, sponsored two plays and the pep club as well as the yearbook. Naturally, yearbook work came at night. Frequently smaller schools have no other choice but to load teachers, but serious consideration should be given these advisers.

Some general conclusions are reached by Mrs. Bower:

1. The present status of the yearbook in Missouri schools indicates it has been recognized and accepted as an activity program offering opportunities for educational training.

2. There is a growing tendency in schools of all sizes to allot regular

class periods for yearbook production.

3. The acceptance of student apprentices on yearbook staffs, the use of critical service evaluations, and the values of conferences and short courses appear to be generally approved by state advisers.

4. Self-supporting plans have been employed by most Missouri high schools in financing yearbooks.

5. The lack of academic training in journalism or publications work appears to be supplanted by experience in working with yearbook staffs and attendance at conferences and short courses.

6. Yearbooks seem to enjoy a status which merits favorable approval by most school administrators.

All in all, the situation appears to be improving and as yearbooks gain in importance, it is reasonable to expect the administrators to require better trained advisers and provide them with more facilities and time to produce prize-winning yearbooks.

However, considerable work remains to be accomplished, especially to provide better trained teachers to assume such roles as yearbook advisers.

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#### DUVALL JOINS STAFF ACTIVITIES ASSOCIATION

Richard Duvall, teacher of speech and director of dramatics and speech activities, St. Clair High School, for the past three years began his duties August 1, as assistant executive secretary of the Missouri State High School Activities Association in Columbia.

He is a Lebanon High School graduate and graduated from Drury College in 1956.

His broad background of experiences in non-athletic activities includes: high school plays, radio plays, member debate team, band and orchestra, short story writer, college plays, intercollegiate debate team, college newspaper and yearbook staffs, and one year on a college literary magazine staff.

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#### SOCIAL STUDIES LUNCHEON

The Missouri Council for the Social Studies will hold its Department Luncheon in the Crystal Room of the Sheraton-Jefferson Hotel, St. Louis, Friday, November 6. Send check or money order for tickets to Dorothy Branding, 6537 Oleatha, St. Louis 9, Missouri. Price \$3.75.

# Reading Material of THE PAST

By Priscilla Bradford, Monett

TODAY there is such an abundance of reading material for all ages and all interests that it is hard to realize this pleasant condition was not always true. Of course we know of Abraham Lincoln's difficulties in getting books, and his efforts to find reading material make a fascinating story of pioneer life. However, this seems such a remote past that we can scarcely relate it to present day life. Today, for both children and adults, public libraries, school libraries, bookmobiles, inexpensive books, magazines, and newspapers provide such a variety of reading material that an amazing amount of reading is done.

A great deal of this material has been made available only within this century, and it might be interesting to review the story of reading material for the past one hundred years or more. That is, from about the time Abraham Lincoln earned the right to keep his borrowed copy of Weems' *Life of Washington* to the present day when even small children read more than one hundred books per year at school.

Where did the reading material come from which was written for young people seventy-five to one hundred years ago? Some of it came from the publishing houses of various religious denominations. Much of it was of a very serious nature, as exemplified by the Robert Raikes books. These were paperback books published especially for Sunday School reading and were rather widely available in some areas of the Middle West in the 1880's and 1890's.

Some older readers may remember the *Chatterbox* books. They were published as annual books through part of the 1870's and at least until the middle 1880's. They were published in two editions—the *Chatter-*

*box, Junior*, for younger children, and the *Chatterbox* for older young people. These books seem quaint today, and perhaps would not interest today's children with their supply of comic books and the "thrillers" they see on television. However, they were quite popular in their day. The *Chatterbox, Junior*, of 1881 was published by R. Worthington of New York. It contains many full page illustrations, short stories, and poems for children, and articles of good advice for the young. For example, one observation is as follows: "There are two ways of getting through this world. One way is to make the best of it, and the other is to make the worst of it. Those who take the latter course work hard for poor pay."

A short, illustrated article entitled "Vain Willie" warns that "We should not be proud of fine clothes, but wear them in such a manner that they will be pleasing to ourselves, and not offensive to our neighbors."

The last main article in this book for 1881 relates the shooting of President Garfield on July 2, but concludes with this hopeful note: "Thanks to a strong constitution, and the skill and care of the doctors, he is recovering, and when the second ball is extracted it is expected that he will make rapid recovery, and thereby relieve the terrible suspense under which the whole American people are laboring." Of course we know that Garfield died on September 19, 1881.

## Chatterbox

The *Chatterbox* for 1885 was published by Estes and Lauriat of Boston. It is for somewhat older young people than the *Junior* of 1881, but it advertises a book called *The Prize, 1885*, and describes it as "The companion to the *Chatterbox*, for the youngest children, containing a great

variety of sketches, poems, and pictures, and twelve or more fine full-page original colored plates."

Although the *Chatterbox* of 1885 was published in Boston, the stories are all English stories, or stories dealing with England's empire. There are several "continued" stories in the book—that is, "continued" to a few pages later in the book—a book ten inches by seven inches and containing 412 pages. One of the main continued stories in this book is "Gilly Flower", no author given, but it is quite an exciting mystery story of fake artists, jewel thieves, and ghosts, with a setting in England.

There are many pathetic stories and poems in the book for 1885, some of which are "The Outcast Baby, A Story From Life" by D. B., "The Old Watch Maker", and "The Old Toper Saved by His Dog".

Another book of this same period, published by E. P. Dutton of New York, is also composed of English stories. It was published in 1884, and is entitled *Sunday Reading For Young and Old*, with upwards of 200 original illustrations. It is much like *Chatterbox* in both form and content, but information is not available as to whether it was published annually.

The *Sunday Reading* did not contain advertising, but the *Chatterbox* books did. Ham, flavoring extracts, stove polish, thread, pencils, and pianos were grouped together rather indiscriminately, and readers were urged to "Make The Little Ones Happy" by buying a cabinet organ. A certain kind of face powder, advertised in *Chatterbox* in 1881, has this to recommend it: "Ladies using this face powder have no fear of close scrutiny. It cannot be detected."

In addition to the books described (See Reading, page 43)

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# Operation Fitness—Missouri

by Frank W. Lutz, Physical Education Teacher  
University City Schools

THE past three years have seen considerable publicity given to discussion in both professional and popular publications of physical fitness and the lack of same in American youth. When the Kraus-Weber Test findings were published, they pointed out some rather conspicuous differences between American and European youth. It is probably not necessary to refresh our memories with specifics to recall that American youth suffered by comparison. Some people took this to mean that the school child in the United States was a physical degenerate and advocated an immediate move from the physical education of today to the physical training of yesterday. The trend coincides with and is based on the same dualistic theory of mind and body as is the plea for return to the classic form of mental discipline.

The more stable thinkers in physical education saw that such a program could not meet the needs of our society and set about to study

the problem of fitness and develop a program based on a philosophy of physical education rooted in the heritage of our unique American society. First, it was understood that any test of fitness would have to be based on more than just muscular fitness (the ability to lift a weight). It must consider speed, reaction time and endurance. Next, it was felt that a test which compared the youth of Europe who live and participate in a different society with American youth on a basis which assumed that the same degree of fitness is needed to live a full life in each society regardless of the differences which obviously exist was unrealistic. Therefore, a committee was appointed by the American Association for Health, Physical Education and Recreation (a branch of the National Education Association) to study the problem and develop a test of physical fitness to test American school children. From the collective thinking of some of the most outstanding

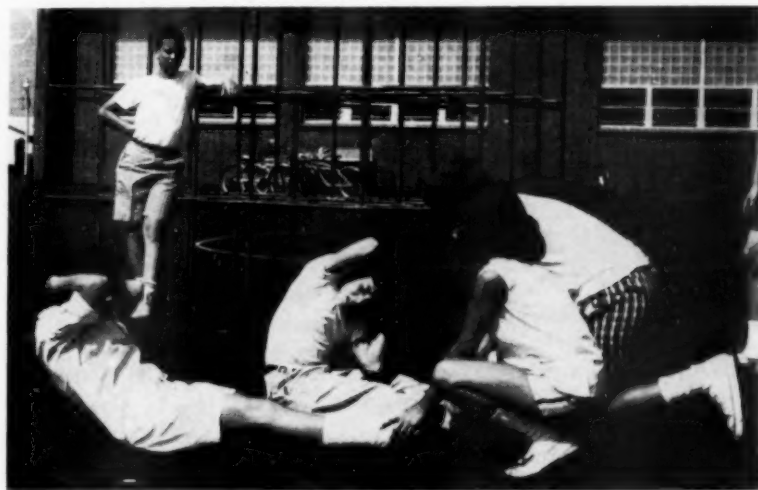


*Softball—Throw*

people in physical education in the United States came the AAHPER Youth Fitness Test, developed to test boys and girls from the fifth through the twelfth grades.

## Tests

The test is comprised of seven mandatory sub-tests and an optional aquatic sub-test. All sub-tests have standard directions given in the test manual which is available through national AAHPER headquarters in Washington, D. C. Each sub-test has norms developed by a study of performances of 8,500 boys and girls in the fifth through the twelfth grades in various sections of the United States. These norms enable each child to be classified either by age alone or by the Neilson-Cozens Index, a system considering age to the nearest month, height to the nearest inch, and weight to the near-



*Sit-Ups*



est pound. The boy or girl may then be compared to other boys or girls in his or her classification in the total population in the United States. This may be done for either the individual child or with a school average by referring to the tables published in the *AAHPER Youth Fitness Test Manual*.

The eight sub-tests which comprise the total test are: (1) Pull-ups (modified for girls—limited to forty); (2) Sit-ups (fifty limit for girls, one hundred for boys); (3) Shuttle run (four times between a distance of thirty feet fetching and returning two wood blocks); (4) Broad-jump; (5) Fifty yard dash; (6) Softball throw; (7) Six hundred yard run-walk; (8) Aquatic. The optional aquatic test is in three parts: (a) fifteen yard swim; (b) jump feet first in deep water, swim fifteen yards, return resting for thirty seconds halfway back; and (c) swim one hundred yards for time. Each part is graded pass or fail.

#### Action in Missouri

Of major import to us as teachers in Missouri is the fact that in the general meeting of the Missouri Association for Health, Physical Education and Recreation last spring, this test was adopted in order to determine and improve the degree of fitness in pupils in the public schools of Missouri. The decision was unanimous. This action offers a real opportunity to improve fitness and the physical education program in Missouri. In fact, it represents a big step already taken in this direction.

It is to be hoped that physical education teachers and supervisors will familiarize themselves with this project and do all in their power to promote it in their schools; that classroom teachers teaching physical education will seize upon this as one method of improving their programs and request information and assistance from their supervisors; and that superintendents and principals will avail themselves of the opportunity to understand the program and encourage its use within their sphere of influence.

Information regarding *Operation Fitness* may be obtained by writing: American Association of Health, Physical Education and Recreation, Department of NEA, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Let's all join in improving the fitness of our nation through *Operation Fitness—Missouri*.

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## Purposes of Education

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(Continued from page 15)

people know what is best for them, without benefit of the advice of book-worms.

Even more extreme cases can be found. During the nineteenth century, and even after that, candidates for public office sometimes concealed from the voters the fact that they had had advanced training. But it is unnecessary to labor this point any longer. That suspicion of intellectual distinction is deeply imbedded in the American tradition is quite clear.

Our question is: Has this lack of regard for intellectual achievement had any influence on American education? Have we, as teachers and schoolmen, been much preoccupied with the average student and less concerned about providing an intellectual challenge for the more talented student?

#### Concerned With Average

That we have been much concerned with the average student is certainly true. No doubt, the bulk of the curriculum work done at the secondary level during the twentieth century has been directed toward the preparation of suitable programs of study for average students. The achievement of something approaching universal secondary education has made it imperative to develop programs much broader and more diversified than those designed for only that part of the adolescent population which is college-bound. But to minimize the value of this development, as some critics do, is shortsighted. Critics of American educa-

tion are quick to point out the strengths of the European secondary schools. But they neglect to tell us that European observers are deeply impressed by the fact that secondary education is available here for the substantial majority of adolescents. Quite probably, this is America's most unique achievement in the field of education. England is now embarked on a program to provide "secondary education for all." This program is progressing slowly, and it will be some decades before the majority of European children have educational opportunities comparable to those which exist here. We have every reason to be proud of this achievement.

That the Europeans have given more attention to academically talented students than we have is no doubt true. Unfortunately, the intellectual climate in this country has not been as favorable as it should have been toward outstanding academic attainment. But a marked change in this climate of opinion is now clearly discernible. With ever-increasing urgency, the truth is being forced upon us that the full development of all potential ability is an imperative necessity of life in the modern world. The title of the recent Rockefeller report, *The Pursuit of Excellence*, is symbolic—and, we may hope, prophetic. One authority states that more has been written about the gifted child in the last three years than in the thirty preceding years.

Teachers should welcome such a development warmly. Actually this is an acknowledgment—although a belated one—of the importance of their work. That the schools will become an increasingly important element of our society is now too clear to be questioned. Teachers' responsibilities in the years ahead will be greater than they are now. By the same token, their opportunities will also be greater. More than any other nation, we have achieved quantity in education. Our society now places a higher value upon quality than it did during the past century. We should welcome this challenge, and strive to meet it.

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## Secretary's Page



### In Brief

**I**T seems that an increase in the local property tax is the only way school districts have to meet their pressing financial needs for this and the next school year.

Surely the General Assembly convening in January 1961 will finance in full the new foundation program formula. It behooves all who are interested in good schools to effectively interpret their needs continuously. The people and the General Assembly have demonstrated many times that they want good schools and will act accordingly when properly informed.

The Resolutions Committee meets on October 3.

In making their wills some have expressed a desire to include the Association. Just this week a retired teacher made inquiry relative to the inclusion of Bunker Hill. A proper designation is the Missouri State Teachers Association, a corporation, with offices at 405 South Sixth Street, Columbia, Missouri. If it is the wish that funds be used only for the development of the Bunker Hill Ranch Resort, it should be so stated.

A long felt need of teachers, grades 6 to 9, is met by the forty-eight page booklet, *Historic Missouri*, by the State Historical Society of Missouri, being distributed by the Association. It has 89 illustrations. Single copies are 30c with reduction for quantity orders.

The Murray-Metcalf legislation, S2 and HR 22, will still be pending before the Congress when it reconvenes in January. Words are plentiful. Action is long over due.

The following school districts have requested copies of the carefully selected new copyrights added to the reading list for this year: Joplin, Kirksville, Risco, Hayti, Marthasville, School of the Osage,

Winona, Waynesville, and R-I Couch (Myrtle).

The new copyrights added this year for grades 1 to 8 total 133 books, and cost \$272.58, including postage. The new copyrights for grades 9 to 12 total 50 books and cost \$131.72, including postage. The total for both groups is \$404.30. The new copyrights will be forwarded immediately on request.

### St. Louis Meeting

PLANS HAVE BEEN COMPLETED for the meeting of the Association in St. Louis, November 4-6, 1959.

On the programs will appear Dr. George Z. F. Bereday, Professor of Comparative Education, Columbia University; Miss Helen Heffernan, Chief, Bureau of Elementary Education, Sacramento, California; Dr. Frederick M. Raubinger, State Commissioner of Education, Trenton, New Jersey; Dr. Robert Johns, Director, Illinois Commission of Higher Education; and Dr. Edward B. Shils, University of Pennsylvania.

Special features of the Convention include Fred Waring and the Pennsylvanians, and a physical education demonstration. This is the first time the Waring Show has been presented at a state meeting in St. Louis. Many requests have been received for it.

Splendid programs have been arranged by the thirty-four departmental groups and Friday afternoon will be a time when teachers will receive professional stimulation and growth in their own teaching fields.

The exhibit is recognized as a vital part of the Convention, making a real contribution.

The Assembly of Delegates meets in the Opera House, Kiel Auditorium, at 9:00 A. M., on Wednesday.

Committee reports now being printed will be mailed to all delegates and alternates previous to the meeting. Copies will be available to anyone interested, immediately following the Convention.

If you have not already made hotel reservation, you should do so immediately.

# Elementary Principals— —Adopt Resolutions

By V. Carl Ilgen, Principal, Pershing School, University City

THE DEPARTMENT of Elementary School Principals of the Missouri State Teachers Association unanimously accepted a number of resolutions at its annual meeting during the last quarter of the preceding school year, which are of unusual significance to all those actively interested in elementary education.

The Department, now consisting of between 600 and 700 elementary school principals, in the occupational leadership of its members, represents an association or affiliation with the largest segment of the teaching staff of the State of Missouri when one considers the three levels, elementary, junior and senior high. Similarly, the largest fraction of pupils in the State is enrolled in the elementary schools. Additionally, their parents outnumber those of Junior and Senior High School combined. The program of education of the Department is therefore important for the school children of Missouri. The resolutions are as follows:

**Pressures on the Schools:** "The Department recognizes the responsibility of all elementary school principals to reexamine and revise philosophy and practices continually. However, it firmly opposes pressures which advocate a sudden change in the elementary schools, unless that change is supported by the best that we know of elementary education." At the present time prodigious pressures are being exerted on those legally and educationally responsible for the existence of the American public school. Attempts are being made to completely alter or revise its fundamental aims and objectives in the provision of an education for children, to change its existing structural organization, to insert in its curriculum courses of study incompatible with good educational practice, to disturb present acceptable techniques and methodologies of teaching, and to cripple or partially vitiate its sources of income. Changes that are progressive, that eventuate in more competent teaching of good citizenship and an educational adequacy to participate happily and

successfully in the American way of life are not inimical to the members of the Department.

**Importance of Principal:** "The Department urges all communities to move as rapidly as possible toward providing a competent, professionally trained principal, who devotes full time to leadership of each individual school. The community should also provide adequate clerical and other services to the end that the principal will be free to devote his energies to the leadership function." The Department continues to emphasize the need of efforts of all principals to assist in achieving the intent of this resolution. For many years the Department has sponsored a program to raise standards for certification of elementary school principals, to eliminate the full or part time teaching phase of the position, and to provide clerical help so that principals could assume full stature as educational leaders unimpeded by clerical necessities or requirements. This has all been done to professionalize the position.

**Professional Salaries:** "The Department believes professional competence among elementary school principals is increasing. We believe that salary schedules should reflect the importance of the elementary school principalship and that salaries should be based on a percentage differential between teachers' salaries and principals' salaries, sufficient to compensate for the difference in responsibility and leadership required by those two positions." The elementary school principal's position is unique in the administrative line of educational leadership. As one who assists in determining educational policy and its implemented program of a school system, as one who is highly sensitive to the educational needs of a community, and as one who provides leadership in his faculty and among his parental clientele to crystallize educational operational practices and make them articulate, the elementary principalship is a highly specialized position which requires continuous training and reorientation. It is therefore compellingly evident and convincing that the principal's salary should be computed by the use of a formula expressing a differential reasonably acceptable with the teacher's top salary as a basis.

**Federal Grants:** "The Department

believes that the federal government should provide 'massive infusion' of federal funds which can be used by the states and localities to increase teachers' salaries or build classrooms as seems necessary in the discretion of the states. For this reason, we strongly urge the passage of the Murray-Metcalf Bill, pending in Congress." At the date of this manuscript the bill has not been passed.

## Important ★ EVENTS

### OCTOBER

- 1 **Adult Education Conference**, University of Missouri, Columbia, Oct. 1-2, 1959.
- 4 **Missouri Guidance Association of MSTA Annual Conference**, Columbia, Oct. 4-6, 1959.
- 8 **Northwest District Teachers Association Meeting**, Maryville, Oct. 8-9, 1959.
- 8 **Central District Teachers Association Meeting**, Warrensburg, Oct. 8-9, 1959.
- 9 **Northeast District Teachers Association Meeting**, Kirksville, Oct. 9, 1959.
- 11 **Association of School Business Officials Convention and Exhibit**, Miami Beach, Florida, Oct. 11-15, 1959.
- 14 **Southwest District Teachers Association Meeting**, Springfield, Oct. 14-16, 1959.
- 15 **South-Central District Teachers Association Meeting**, Rolla, Oct. 15-16, 1959.
- 23 **Department of Rural Education National Conference**, Seattle, Washington, Oct. 23-28, 1959.

### NOVEMBER

- 1 **National Children's Book Week**, Nov. 1-7, 1959.
- 4 **Missouri State Teachers Association Annual Convention**, St. Louis, Nov. 4-6, 1959.
- 8 **American Education Week**, Nov. 8-14, 1959.
- 15 **American Association for Health, Physical Education and Recreation**, National Conference on School Recreation, Washington, D. C., Nov. 15-18, 1959.
- 25 **National Council for the Social Studies Annual Convention**, Kansas City, Nov. 25-28, 1959.
- 26 **National Council of Teachers of English annual convention**, Cosmopolitan Hotel, Denver, Colorado, Nov. 26-28, 1959.

# DON'T GO BROKE

due to an { ACCIDENT  
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## HAVE PROTECTION

COMPLETE

WEEKLY  
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WHEN  
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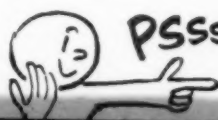
YOUR  
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MAJOR  
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PAID UP TO  
\$10,000

It takes  
all three!



IF you **are not** already covered by this unique,  
low cost MST A Plan to protect MST A Members and  
their families . . . . .



PSSsst... see next page--



Don't wait till  
it's too late!



Group Accident, Sickness-Hospital Insurance Plan

# YOUR TEACHER SECURITY PROGRAM

Approved, Sponsored and Supervised by the  
MISSOURI STATE TEACHERS ASSOCIATION  
Underwritten by the Continental Casualty Company, Chicago, Ill.

This Plan gives **MSTA MEMBERS** and **FAMILIES**...



**...PAYS  
INCOME  
while disabled**

**\$20 to \$70  
per week**  
(you choose  
amount)

In case of *accident*, payments start on **FIRST** day; in case of *sickness*, payments start on **FIRST** day of hospitalization, or **EIGHTH** day of sickness, whichever comes first.  
Pays \$1,000 **BENEFIT** in case of accidental death.



**...PAYS  
HOSPITAL  
BILLS**

**up to  
\$8 to \$20  
per day**  
(choose amount  
you need)

Starts first day. Choose your own hospital. Covers up to **70 days** for each different condition. Covers maternity up to 10 times your daily hospital allowance.



**...PAYS  
FOR  
OPERATIONS**

**up to  
\$300**  
(according to  
schedule)

**EXAMPLES:**

Removal of kidney..... up to \$300  
Hernia..... up to \$100  
Breast Amputation..... up to \$200  
Removal of cyst..... up to \$10



**...PAYS MAJOR  
MEDICAL  
BILLS**

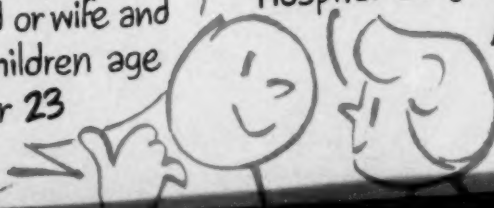
after first \$500  
**pays 75% of  
all bills up to  
\$10,000**

Helps pay *all* your medical costs—in or out of the hospital (see next page).

**WHO** can join? --Any **MSTA MEMBER** under **60** may apply-- and include their husband or wife and unmarried dependent children age 3 months to 18 years, or **23** years if in college.

**ALSO**--if you want, you may continue the Hospital-Surgical and Major Medical Insurance

**AFTER RETIREMENT**, regardless of age. Weekly income may be continued until you retire.





## Why so LOW COST?

--because the Plan is open only to **TEACHERS**--by working together, it is possible to give **MORE PROTECTION** to all at less cost.

Note: The basic Cost of this plan has never been increased.



AND--have no fear of CANCELLATION or refusal to renew. Once in force, it stays in force as long as you keep your **MSTA Membership** and the Plan is in existence.

## S...the **PROTECTION THEY NEED!**

**YOUR GREATEST FINANCIAL DANGER** is a crippling accident or long illness, with medical **BILLS** mounting to thousands of dollars.

"MAJOR MEDICAL" insurance is the answer. It begins where hospitalization insurance normally stops. After the first \$500 of medical expense, it pays 75% of all remaining bills up to \$10,000 for every condition—and up to 24 months. Includes all hospital charges, surgeons, blood, nurses, drugs, X-rays, etc. Covers all types of accidents and illnesses including tuberculosis, heart trouble, muscular dystrophy and all types of cancer.

Not covered under this Major Medical plan are: Pregnancy, childbirth or miscarriage; War; Military Service; any attempt at suicide; mental disorders, unless hospital confined in other than State or Federal Hospital; sickness for which medical treatment was rendered or recommended by a legally qualified physician or surgeon within 12 months prior to the effective date of insurance; injury, sickness or disease for which benefits are payable under any Workmen's Compensation or Occupational

disease law or act; nor are benefits payable for expenses incurred for eyeglasses, contact lenses or prescriptions therefor; or dental care, except dental care made necessary by injury to sound and natural teeth. •The only exclusions under the Weekly Income, Hospital and Surgical are War, Military Service, flying other than commercial scheduled, and pregnancy. Pregnancy is covered by Hospital and Surgical after coverage has been in force 9 months.



# ACT NOW---

take a few minutes to fill out the application on reverse side of this sheet--and be covered for the rest of your Life!



**A BIG FEATURE** is that **WEEKLY INCOME** is paid EVEN in SUMMER if confined in home or hospital.



# APPLICATION for Accident, Sickness, Hospital-Surgical Group Insurance

Sponsored by MISSOURI STATE TEACHERS ASSOCIATION, Underwritten by Continental Casualty Company, Chicago

## I would like the following plan . . .

Choose <b>WEEKLY INCOME</b> in case of accident or sickness	WEEKLY INCOME up to 52 weeks:	at these SEMI-ANNUAL PREMIUMS:
{	\$70.00 . . . . .	\$43.00
	50.00 . . . . .	31.25
	35.00 . . . . .	22.00
	25.00 . . . . .	16.00
	20.00 . . . . .	12.95

All include \$1,000 BENEFIT (Principal Sum) in case of accidental death.

\$26.00

**CIRCLE  
PREMIUMS  
THAT  
APPLY...**

## I would also like to ADD the following coverage . . .

	—BENEFITS— paid up to Per Day and Misc. Exp.	—SEMI-ANNUAL PREMIUMS—		
		for Myself	for my Husband / Wife	for my Children
<b>HOSPITALIZATION</b> {	\$8.00 and \$80.00 ..	\$10.00	\$11.00	\$7.00
	12.00 and 120.00 ..	15.00	16.50	10.50
	16.00 and 160.00 ..	22.00	24.20	15.40
	20.00 and 200.00 ..	27.50	30.25	19.25
<b>SURGERY</b> →	Up to \$300 (per schedule) ..	8.00	12.00	7.50
<b>MAJOR MEDICAL</b> →	Up to \$10,000 (per person) ..	11.50	10.50	3.00

Fill out if  
**dependent**  
coverage is  
desired . . .

Write in below the given name of each dependent to be insured. Date of Birth Is dependent in good health now and free from physical impairment or disease? State exceptions to each. Has dependent ever had any illness, injury or surgical operation? Give details to each. Has dependent been advised have surgical or hospital treatment for known condition? Give details.

Spouse				
Children				

## APPLICANTS DATA

Name? Miss \_\_\_\_\_ Birth Date? \_\_\_\_\_  
Mrs. \_\_\_\_\_  
Mr. \_\_\_\_\_

Mail Address? \_\_\_\_\_ MONTH \_\_\_\_\_ DAY \_\_\_\_\_ YEAR \_\_\_\_\_  
Sex: M \_\_\_\_\_ F \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Name of School System? \_\_\_\_\_ Name of School? \_\_\_\_\_ Duties? \_\_\_\_\_ Annual Salary? \_\_\_\_\_

Name of Beneficiary \_\_\_\_\_ Relationship \_\_\_\_\_

1. Are you now regularly employed and on full time duty? \_\_\_\_\_ Date of employment? \_\_\_\_\_

2. Are you now to the best of your knowledge and belief in good health and free from any physical impairment or disease?

(Give details of all exceptions) \_\_\_\_\_

3. What medical or surgical advice or treatment have you had in the past 10 years? (State ailment, dates, duration and results)

\_\_\_\_\_

\_\_\_\_\_

4. What other Accident and Health insurance are you now carrying? Give names of Companies and Amounts \_\_\_\_\_

\_\_\_\_\_

5. Has any application by you for life, health or accident insurance ever been rejected, rated up, postponed, withdrawn, or renewed of policy refused? (Give full particulars) \_\_\_\_\_

\_\_\_\_\_

6. Do you understand and agree that under the terms of the policy hereby applied for no indemnity for loss of time is payable during the first seven days of any period of disability due to sickness unless the Insured is confined in a hospital? \_\_\_\_\_

\_\_\_\_\_

I hereby certify that the foregoing statements and answers made by me are correct and true and that no information concerning the present or past state of health has been withheld or omitted.

Send no money now—we will bill you.

Date \_\_\_\_\_, 19\_\_\_\_

Sign Here \_\_\_\_\_

Mail this Application to: **Everett Keith, Missouri State Teachers Association, Columbia, Mo.**

# Teacher Training is Never Completed at Normandy

by Helen Kuchner

ALL teachers, even the very best, can benefit from participation in a soundly conceived in-service education program.

In 1945 a joint committee of Board of Education members and teachers developed an extended training requirement wherein each teacher must earn six semester hours credit from an accredited college or university during each five year period of employment. This, of course, was suggested as a minimum requirement. Many Normandy teachers exceed this figure in a year. Tuition is reimbursable by the Board of Education for this additional training, not to exceed six hours in any five year period.

To aid the teachers in fulfilling this requirement and making such work more rewarding to the improvement of the classroom teaching in the district, Normandy Board of Education saw fit on June 27, 1951, to establish a policy for the provision and establishment of a program of In-Service Education for teachers of the district. This allows the superintendent of schools to organize school personnel for the study of pertinent school problems. This work is accepted in lieu of college credits.

## College Credit

The credit for, and organization of, these study groups are governed by the same fundamental requirements as for courses provided at the college level. (One credit per 15 class hours and 80% attendance.) The credit which teachers, supervisors and administrators receive for such participation is equivalent to college credit in fulfilling the extended training requirement but, of course, will not be accepted by colleges or universities toward advanced degrees.

Since the fall of 1951 there have been offered to the teachers of Normandy 33 different courses, with an enrollment of 545. These courses have included workshops to develop and improve the methods and materials used in the classrooms and to improve the curriculum and provide knowledge, understanding and techniques necessary in working with slow learners and bright children alike. Courses which have experienced particular enthusiasm and interest have been in the areas of guidance, moral and spiritual values and the teaching of the typical child, and three of our more current subjects: Toward Better Listening, Aviation Education Workshop and Psychometrics (Wechsler and Stanford-Binet tests of individual intelligence). The latter courses were organized through cooperative effort with Washington University. Our standards for the organization of these in-service courses are held at such a level that we are now receiving college credit for some of them.

Salary schedule credit awarded for participation in the in-service program is accumulative, and all such credit earned can upon the acquisition of the master's degree be applied to satisfy the requirement for placement on the 180 hour schedule.

## A Second Step

The in-service program as it is now functioning in the Normandy School System for the 8th consecutive year is a step in the right direction. We believe it is time to take a second step to realize real progress. A broadened program of this type can produce many desirable results.

Just a few of the broader aspects are:

A. Indoctrination of the new teachers to:

1. Administrative and supervisory personnel.
2. Other members of the staff.
3. School policies.
4. Basic purposes and philosophy of the system.
5. Curriculum guides.
6. Records, forms and reports for which he/she will be partially or wholly responsible.
7. Various school services.
8. Opportunities provided by the in-service program.
9. Problems, needs and resources of the community.
10. Parent-teacher activities as they apply to the teaching staff.

B. Professional development for all the staff as determined by teacher needs:

1. To understand children through studies of growth and development and the role of the teacher in child guidance.
2. To understand the steps in the learning process.
3. To broaden the concepts of the purposes of the school and the curriculum.
4. To broaden understanding of the curriculum units and the new discoveries which have changed their content.
5. To learn about community resources and their uses in curricular experiences.
6. To increase competence in art, music, literature and rhythmic activities.
7. To understand the application of science concepts and of new discoveries in health and nutrition.
8. To broaden the meaning of the mastery of the skill of reading, writing and arithmetic as they are reflected in improvement of

(See Teacher Training, page 47)

By James M. Laing

# Should We Integrate the Curricular and Extra-Curricular?

WITH few exceptions, when school practitioners meet in their professional sessions a debate ensues about the place of the so-called extracurricular activity in the traditional secondary school curriculum. Those who involve themselves in the controversy bog down at the point of admitting that although the "second-class half brother," the extracurricular activity program, should be a part of the total school curriculum, it should not be allowed to breathe the same "academic air" as the traditional courses.

Few will contest the theory that learning is achieved only when a subject "lives" in the mind of the pupil.

It is this power to impart vitality to the lifeless formality of the traditional curriculum that gives hope of realization to the argument for integration. To note motivation at its highest level one need only observe students participating in an activity which has well-developed objectives, a carefully planned program and competent faculty leadership. This motivation is exhibited in the activities of a hobby building group, stamp collector's club, hiking society or debating contest. Is it possible to inject this natural source of interest into the classroom? (When the extracurricular is integrated with the curricular so that the vigor and vitality of the former merges with the solid structure of the latter to form a true cocurricular pattern, the phenomena is more likely to occur.)

## Activity Program Unequal

When the activity program is de-

layed until the school day is completed, it cannot serve the student body on an equal basis. If maximum educational value is to be obtained from the activity program, that program must share equally with the traditional subjects in the regular schedule.

(The more obvious values of extraclass activities are enrichment of studies, provision for individual differences in abilities and interest, utilization of special talents and opportunity potential for students to perceive new relationships and to reorganize and adapt them to their personal life objectives. This concept can be documented from several recent studies.)

Certain characteristics of the extraclass program are unique. (The first characteristic concerns problems in extraclass situations which would not arise in the conventional classroom. The problems rarely can be assigned to a single discipline and must be reviewed from many angles before it is possible to arrive at a solution. A second characteristic is that extraclass experiences are in direct relationship to the student's interests, expectations, and daily experiences. He visualizes these experiences as a more functional part of his life than formal courses and classes he regularly attends. A third characteristic has a bearing on personal interrelationships. In most extraclass settings it is through participation in experiences that the student better understands himself and others with whom he is involved.)

## Time Factor

The time factor in curricular development has been a concern for many years of those charged with

curricular implementation. The problem becomes particularly acute as new social, industrial, vocational, and political needs require revisions of curricular content. New courses have been piled on new courses like cordwood to satisfy the demand for more current knowledge. This not only duplicates time and effort but it duplicates content. Few courses are completely new, and most extraclass activities, if they have defensible educational objectives, contain characteristics almost identical to classroom. Why increase the load of an already overworked staff when integration of similar experiences will enrich those experiences and save time that could be spent more productively?

A science club could be interested in rockets, plant life, rock formation, or chemical combinations which might also be subjects in the science class. Should the science teacher who will likely be the science club advisor and the club members who are generally students in the science class duplicate their efforts in the two activities scheduled at different hours of the day?

The student council is usually concerned with local government processes. Few social studies courses leave this area unexplored. In most schools, however, these two activities are unrelated in the daily time schedule. Not only is the time inefficiently used but the strengths of one do not supplement or enrich the other.

It is true that not all functions of these two "extracurricular" activities would be desirable in a classroom setting. A "broken front" pattern could be used, however, in

(See Curricular page 32)

Dr. James M. Laing is Assistant Professor of Education at the University of North Dakota, Grand Forks, North Dakota.



# Improvement of Instruction

By

Ellsworth John Evans

Principal, Cupples School,  
St. Louis

## THROUGH TEACHERS' MEETINGS

AT present our meetings of schoolmen are, for the most part, taken up with the discussion of methods of teaching, a good measure of attention being paid also to the problems that arise in rearranging courses to meet rapidly changing conditions.

I do not see how anyone can regard our work as other than professional. What is teaching? "It is," as some one has pointedly said, "the bringing of knowledge into due relation with the mind." Her position is one to which the pupil, then the pupils' parents, and finally society in general should look up to; the presumption is that she is teaching because she knows more than the great majority, and that the respect of the community belongs to her by right. The fact that some teachers fail to recognize their true standing, while a few have recognized it only to abuse its opportunities, and the fact that some communities are more backward than others in giving to the teacher her due, do not militate against the truth of the matter as stated.

The professional success of the teacher depends upon three things: scholarship, skill, and professional enthusiasm.

Accuracy, it has often been said, is the soul of scholarship. It is the manifestation of truth in detail, and what is not accurate is not true; inaccuracy in teaching is a form of dishonesty.

But the spirit of investigation is not less important, for it is this which reaches out after fresh knowledge, which continually gathers and sifts

new data, which is ever testing unfamiliar conclusions in every possible way. Without it there is no progress; without progress in knowledge there will inevitably come a decline of interest and of efficiency. The spirit of investigation is the salvation of teachers. It is the salt that keeps them fresh and young and honest, intellectually attractive and strong. A teacher in whom it has died out is on the high road to fossilization. Good intentions never yet saved a teacher.

### Skill is Needed

But skill, as well as scholarship, is essential to the teacher's success. The conditions of the process are easily discerned, for these are but three elements: a pupil, a teacher, and something to be taught. While it is an exaggeration to say that the teacher is born, not made, it is true that a teacher cannot be made successful by the application of rules, by the mastery of somebody's "method" or even by the study of pedagogy. A knowledge of the principles of psychology in their application to the processes of instruction, as well as a familiarity with the history of education and with the development of one's specialty, will be helpful; but in the last resort the professional skill of the teacher is individual in a peculiar sense, because it is acquired as the result of an increasing effort at adjustment of individual attainments and of a particular temperament, to ever-varying conditions; it is something that belongs to her individually, and cannot be initiated or imported, except in a very limited degree to others. Every teacher making herself familiar with principles of pedagogy that are of universal application should try to teach

in the way in which she finds the readiest adjustment of her own temperament to the natures of her pupils. The main requisite here is *good common sense*; if the teacher lacks this she ought to retire into her closet three times every day and pray that it may be given her, for without it a large measure of success is unattainable.

The third element of success is enthusiasm. Without this the teacher's work is dull, and, being in a large measure unprofitable to the pupil, defeats the very end of instruction. No matter what the subject, it can and should be made interesting; and a teacher cannot arouse the interest of her class unless she is interested herself.

Of the three elements, scholarship, skill and enthusiasm, we cannot hesitate to say that scholarship is the most fundamental. It underlies and conditions both the others. There can be no skill in imparting without a mastery of that which is to be imparted; and "the enthusiasm of knowledge is a prime requisite of good teaching."

In view of these considerations, we may safely undertake to answer the question proposed. If the first requisite of professional success is scholarship, then the work of preparation for teaching and the gatherings of teachers in teachers' meetings should lay more stress upon the promotion of scholarship than upon anything else.

Papers on pedagogical subjects should by no means be excluded from the teachers' meetings. In the majority of instances they may profitably form at least one-fourth of the program; but the large proportion of papers should deal with matters of

scholarship, whether in the way of offering the results of original investigation, or a critical examination of the work of others, or a review of the recent literature of one's specialty.

### Teachers' Meetings

According to a former superintendent of schools in Los Angeles, the many kinds of teachers' meetings may be classified into three types. The many variations finally resolve themselves into these groups, and they follow the lines indicated by the principal in charge. It has been said that, "as the teacher so is the school", but it is equally true that as the principal is so are his teachers.

The first class of teachers' meetings is conducted by the principal who is a record fiend. He calls a teachers' meeting at a regular time each month whether there is any work of true worth to be given out or not. He is conscientiously orthodox, and must live up to his well established principles of periodicity. The principal who loses himself collecting statistics, narrows his vision and usefulness.

Now, the field principal is generally a scholar and a student. He is generally abreast with the times. He knows all the latest books and periodicals upon his field or work. He meets the teachers, or has others do so, and talks over the latest books, and the newest topics of pedagogical interest. He tries to find out their true and relative value to the teacher and the school.

Again, the field principal may conduct his teachers' meetings along another line, and this is often most successful. He may meet part of the teachers from time to time and conduct conferences, investigations, or research in which they may be interested. Sectional or departmental meetings of teachers and individual conferences have been found to be very successful.

One cannot help but agree with a former superintendent of schools in Seymore, Connecticut, when he says, "the first step toward an effective teachers' meeting is to have a definite purpose. If there is no clearly

defined motive for a meeting do not have one. Every teacher should know the purposes of administrative acts. The very least a principal can do is to keep his teachers informed."

In short, teachers' meetings should be a clearinghouse for all details of management and teaching. Teachers will attend them cheerfully, as they furnish specific directions and suggestions for every side of their work. It is better that such meetings be held in the afternoon after school and do not continue for more than one hour. Everything unnecessary and trivial should be omitted.

We should also understand that even though most of the meeting might well be devoted to scholarship promotion, care should be taken so as to not exclude completely from the meetings the daily classroom problems that the individual teacher encounters. Each teacher should be required to present in the meetings her major problems that, in all probability, with the solution will aid other teachers who are having similar difficulties.

## Curricular

(Continued from page 30)

which the research by the council or club would be done by the respective classes and an extension of the classes would serve as the practical application by the two activity groups.

### Curricular Continuity

Closely related to the time factor is curricular continuity. Continuity of learning experience of the pupil is a perennial concern of educators. This is a particularly important problem in the present period of population mobility in which youth of school age are frequently moved from school to school in various parts of the country. In relation to this problem another unheralded value has been credited to the extracurricular program and was brought into focus by the 1958 Yearbook of the Association for Supervision and Curriculum Development.

Students feel the extracurricular activities in which they are involved

bridges the gap between classes in whatever number of settings they occur. This indicates that the success factor is important in the improvement of learning and in increasing the holding power of the secondary schools.

If the pragmatic point of view has a place in our education philosophy it makes little difference whether the traditional subject matter or the extracurricular activity is used just so long as learning is improved. If the two can be integrated to serve this purpose more effectively there is little room to doubt that the effort is worthwhile.

### Progress Seen

It would seem, then, that the teaching profession is nearly ready to combine the "second-class half brother" referred to in the beginning of the article with the subject-matter curriculum. In most schools the activities outside of the regular class schedule have survived like the "street urchin." They are unwanted by many administrators and other educational practitioners but they are here, and are therefore allowed to exist.

The steps that seem pertinent for successful curriculum integration are as follows:

1. A thorough faculty and student evaluation of the existing extracurricular program.
2. The establishment of a committee composed of administrators, faculty, students and lay people to determine activities that fulfill both school and community needs.
3. The provision for an in-service training program patterned after faculty meetings or workshops to acquaint teachers with the "what" and "how" of integrating subject-matter and the extracurricular into a "co-curricular" design.
4. The cooperative selection by administrators and teachers of sponsors who have correlated subject-matter and extracurricular activity orientation.
5. The continuous evaluation of the educational values of the integrated program by the previously established committee.

# PATHWAY to EFFICIENT ATHLETIC ORGANIZATION

*By Paul B. Koch, Ferguson-Florissant*

IS the field ready for this afternoon's game? What is the "Little League" doing on the baseball field while a high school contest is in progress? Do you realize that this senior has eight different letter awards? Will the junior high cooperate? Why don't we know of the sports program of the other schools in our district?

Are these questions familiar? In the Ferguson-Florissant R-2 School District in St. Louis County these questions, and more like them, arose frequently. This was natural, considering that a few years ago, the school district consisted largely of one community, Ferguson, which had mushroomed into a district with 14 schools. Additional schools are planned for the immediate future. This sudden growth and expansion resulted in an organizational lag. It had to be remedied.

For a number of years R-2 teachers were primed for the new school year by means of departmental meetings preceding the school year. At one of these physical education conferences in 1953, so many divergent ideas and views were expressed that Aleck Burgess, a coach and now athletic director, suggested regular conferences throughout the year for coaches of the district. V. C. McCluer, superintendent of schools, envisioned the obvious worth of these meetings and recommended that a council be formed to assemble monthly. Thus was born the Athletic Council within the R-2 School District to spearhead efficient athletic organization.

## **Athletic Council Set Up**

The Athletic Council, as it was officially designated, drew up a constitution, which contained the scope and function of the organization.

The four articles of the constitution covered the name, purpose, membership, organization and administration. Article I formally named the group. Article II stated: "The purpose of the organization shall be to promote, regulate, and supervise the boys' intramural and interscholastic sports program of the Ferguson-Florissant Public Schools." The membership, determined by Article III, designated these persons as members: superintendent, athletic director, principals and assistant-principals of the junior and senior high schools, two representatives from the elementary schools, high school teacher in charge of ticket sales, and head coaches of each sport in the junior and senior high schools.

Article IV, composed of five sections, outlined the organization and administration of the council. Section I specified the athletic director as chairman. Section II stated a secretary, elected by vote of the council, would hold office for one year. Section III indicated that "policies or regulations adopted by this organization shall be subject to approval of the school administration." Section IV outlined how a policy or regulation becomes effective. And section V proclaimed that the constitution became effective only when approved by the school administration. On September 17, 1953, the council became an official organization.

Is an Athletic Council worth the effort? "Through this Council, we accomplished many things that could not be done by individual coaches," said Director Burgess. "So many difficulties," he continued, "have been ironed out, resulting in smoother operation of the athletic programs in the 14 schools, that we

consider the Council a boon to the system."

"Before the Council was instituted, policies of the various schools were practically unknown. The Council drew up policies and disseminated them, thus cementing the relationship of personnel in the sports programs throughout the system."

After a five year operation of the Council-system, believed to be unique in St. Louis County, what have been the results?

1. The Council assists in solving problems brought to principals of the various buildings.
2. A place exists where members with differing philosophies can exchange ideas, enabling a synthesis of athletic problems.
3. Unified group action can often be attained.
4. The promotion and coordination of athletics in a school district can be conducted with less friction.
5. Athletic policies of the many schools are broadcast through a central agency.
6. A particular group is available continually for advice and counsel.
7. Present as well as future planning can be accomplished in a systematic way.
8. Relations between community organizations and the school are improved.
9. Athletic publicity can be channeled.
10. A mutual concern for the problems of school officials is often achieved.

At the annual athletic banquet, sponsored by the Council at the close of each school year, one of the coaches wisely commented: "When you build a bridge of organization, your athletic staffs cannot collapse."

# Is ESPERANTO

## Needed in the School Language Program?

By George Falgier  
St. Louis, Missouri

*This Teacher says YES!*

IT will be a lamentable development if the jar to our complacency administered by Sputnik should lead to indiscriminating imitation of European systems of education; it will have been an influence for good if it spurs us to greater effectiveness in accomplishing our proper educational aims, necessarily different from those held in totalitarian or class-bound countries.

It is heartening to note in the utterances of high officials and educational leaders that new recognition is to be given to the importance of language as well as of science. The writer believes that the potentialities of a valuable new tool (if something 70 years old may be called new!), namely, Esperanto, should be utilized in current plans to extend the language program.

The study of Latin provided solid benefits for the select school population of a past era, and still does, of course, for a fraction of the present school population. My own experience as a teacher of Latin certainly does not lead me to advocate its restoration as a required subject for all. However, I insist that its retirement from that position left a vacuum which has not been filled.

Valuable functions that Latin performed have gone by the board for the majority of the school population. Who can master English as thoroughly as the successful student of Latin? Who is as well prepared to undertake the study of a Romance language?

### Latin Too Difficult

The difficulty of Latin precludes its universal requirement in a system

of mass education. Yet the benefits it provides do not stem from its difficulty. A language does not need four conjugations and five declensions in order to be expressive, precise or euphonious.

Esperanto can fill the void which the absence of Latin leaves in the education of the average pupil, aiding in the mastery of English in the same ways as Latin does, laying the same kind of foundation for the study of other languages. In addition, as a living language in its own right, Esperanto has utilities of a modern foreign language not available in Latin.

Since it is a constructed language, Esperanto lacks irregularities and superfluous complexities, and can be learned with reasonable effort by the average pupil. In spite of its relative simplicity, there is no longer any question of its adequacy in all fields of language-use from poetry to science, for speaking as well as writing.

The academic value of Esperanto is not mere supposition. There has been research which supports the claim. In the 1930's Helen Eaton carried on a research project at Columbia University under the supervision of Dr. Thorndike to find whether there was academic justification for including a simple constructed language in the curriculum.

Esperanto was used as the basis of a course in general language. It was found that pupils who took the Esperanto course, then entered upon the study of a foreign language, would overtake and surpass other pupils of similar ability who had started the study of the foreign language directly without Esperanto.

### Concepts of Grammar

It is not difficult to explain this result. Esperanto furnishes the student with concepts of grammar which his English background does not provide. The lack of these is a continuing hindrance in the study of a foreign language, as well as in the thorough mastery of English itself.

1) Esperanto gives the pupil a clear differentiation of the parts of speech, each major part of speech being indicated by a special ending: the ending *-o* is the sign of the noun; the adjective, *-a*; the adverb, *-e*; verbs end in *-as* (Present), *-is* (Past), *-os* (Future), *-us* (Conditional), *-u* (Imperative), *-i* (Infinitive). Present, past and future participles, active and passive, are available to form the perfect tenses and the passive voice.

2) Esperanto establishes concepts of case, number, subject and object, agreement of adjective and noun.

Nominative Singular: *bela rozo*, beautiful rose.

Accusative Singular: *belan rozon*, beautiful rose.

Nominative Plural: *belaj rozoj*, beautiful roses. (Esperanto *j* is pronounced like English "y.")

Accusative Plural: *belajn rozojn*, beautiful roses. These examples include all endings of the noun and adjective.

The vocabulary of Esperanto is about two-thirds Romance in origin, and about one-third Germanic. Word-building is much used, word-roots being combined with each other and with prefixes and suffixes,

(See Esperanto, page 49)



# ITEMS OF INTEREST

**Paul D. Rogers**, Superintendent of the Lawson Public Schools, has announced a new \$350,000 high school building was opened in September.

**John P. Smith** is the new Missouri representative for the Star Engraving Company of Houston, Texas. Mr. Smith resides in Kirksville.

**R. C. Glazier**, Director of Public Information, Springfield schools, recently served as a consultant to the administrative staff and Board of Education of Elmhurst, Ill. He was helping to plan their public relations program.

**Warren Taylor**, a teacher at Montgomery City last year, is now teaching at Wellsville.

**Sally Jones** of Cedar Rapids, Iowa, is teaching kindergarten in Independence.

**Patrick D. Smith**, superintendent of the Stoutland schools, has resigned in order to enter Graduate School at George Peabody College, Nashville, Tenn.

**Robert Walker** of La Plata is the new science teacher at Keytesville.

**Mary Harris** is the new elementary teacher at Clifton Hill.

**John Bowes** has been employed as principal of the Oregon High School.

**Douglas Fender** of Walnut Ridge, Ark., has been appointed by the Malden Board of Education to teach science.

**W. G. Wilbanks** has been elected high school principal at Portageville.

**William Lloyd Elder**, an employee of the Federal Reserve Bank of Kansas City, since 1942, has been employed to teach social studies in the Marshall High School.

**Marilyn Lineberry** has been selected to teach 7th and 8th grades at Marceline.

**Jack Isbell** of Fayette has been promoted from assistant coach to head coach of the high school.

**Noble Neil**, principal of the Unionville High School for the past 12 years, has resigned to accept a position to teach English, Speech, and Dramatics in the Clinton High School.

**Sylvia Jane Goodbrake** of Clinton has been elected to teach English in the Raytown Junior High School.

**Henry Ford**, a teacher at Rocky Comfort for the past eight years, has

been hired to teach speech and mixed chorus at Neosho High School.

**Bob Blue**, football and track coach at Malden for the past two years, has resigned to accept a position at the White Pidgeon, Michigan, High School.

**Chester Boren**, a teacher of business education at Monroe City, has been promoted to elementary supervisor.

**Wayne Martin**, Licking, has been appointed Assistant Elementary Supervisor in Rolla.

**John Bearden**, Superintendent of the Iberia Public Schools, has announced that 14 districts have joined this system, giving an enrollment of some 565 students.

**Philip J. Hickey**, superintendent of instruction, St. Louis, Mo., has been appointed a member of the Credit Union's Committee of the NEA.

**M. S. Powell**, superintendent of the La Plata public schools, has announced construction of a Bus Maintenance and Storage Garage has been planned.

**Edna R. Polster**, superintendent of the Warren County Schools for the past 14 years, has resigned in order to teach German, Speech and English in the Warrenton High School.

**Carolyn Beardsley** is the new teacher of Art in the Gideon elementary school.

**Mr. and Mrs. Fred Wehking** have been employed to teach in the Sarcoux system. Mr. Wehking as basketball coach and Mrs. Wehking in the elementary system.

**Nelson Kerr**, principal at Northgate Junior High School, North Kansas City, has been named principal of the Senior High School to succeed Dr. Robert Whaley.

**Virginia Smallwood** is the new vocational home economics teacher at Marshall High School.

**Wayne Goddard** has been appointed vice principal of Central High School, Cape Girardeau.

**George Godwin** of Poplar Bluff has been elected as principal of the Northwest High School in Jefferson County to succeed Wayne Goddard.

**Doris Lee Hickman** of Leonard has been elected as commerce teacher in the Monroe City High School.

**Charles Gray**, chairman, history department, Parkview High School, Springfield, Mo., has accepted a position as instructor in the history department and supervisor of student teachers of the history department of the training school, Illinois University, Normal, Illinois.

**D. D. Simpson**, principal, Versailles High School for the past four years, has been employed in a similar position at Buffalo.

**Mrs. Norma Shelton**, a teacher at Grimes School, Randolph County, last year, has resigned her position in order to accept the office of county superintendent of Randolph County. She began her duties August 16.

**Jack Edward Sutton**, formerly of Bentonville, Arkansas, has been selected to teach speech and dramatics in Cabool.

**Roy Arbuthnot**, junior high school coach, Englewood, Colorado, is the new assistant coach at Monett.

**Doug Landrith**, former Carthage Senior high football and track coach, has been employed as head basketball and golf coach at Joplin Junior college.

**Harding C. Williams**, principal of the Charleston High School, has accepted a position as head of the St. Elmo High School.

**Voris Brown**, principal, Cainsville, has accepted the high school principalship of Worth County R-I.

**Norma Bauer**, Laclede, has been elected to teach general business and English at Chillicothe High School.

**Earl Gray**, formerly superintendent of Brookfield public schools, has accepted a position as superintendent at Seymour, Iowa.

**Marilon Lindstrom**, Lake Forest, Illinois, has been employed to teach girls physical education at Marshall High School.

**W. R. Pierce, Jr.**, coach, Gideon High School for the past four years, has been appointed principal of the Charleston Senior High School.

**Marchea Klang** of Sedalia has been employed to teach art at the Horace Mann School in this system.

**Sara Gay Goldin** has been employed as second grade teacher, Northwest Elementary School, Marshall.

**Lloyd Banwart** of Lamar has signed a contract to teach math and

Science at the Jasper High School.

**Dorothy Moore** of St. Louis has been appointed to teach Spanish, French and English at the Marshall High School.

**Joan Helens**, Abilene, Kansas, is the new arts and crafts teacher in the Belton schools.

**Jerry Turner** has resigned as head basketball coach at Herculeum to accept a position at the Belleville Township High School in Illinois.

**Madalyne Elliott** has been elected to teach social studies and English in Marshall.

**Rex Mhoon** has accepted a position as counselor and social studies teacher at Sarcosie.

**Howard Westerman**, science teacher, Wellington High School, will teach similar subjects in the Belton Jr. and Sr. High School this year.

**William Koger**, principal of the elementary school at Chillicothe, has resigned in order to accept the principalship of the Butler elementary school.

**Delmar A. Pritchard**, a teacher in the Cooter schools for the past 15 years, has been promoted to high

school principal to replace Jack Rushing who died of a heart attack.

**C. L. Wetzel**, teacher trainer for vocational education in the St. Louis system since 1936, retired September 29.

**Jane Amrhein** is teaching the first grade in the Twillman school, Hazelwood.

**Robert Webb**, former grade school principal of the Oak Grove school, Broseley, has been employed as elementary principal in the Broseley Reorganized School District.

## Don't Overlook This One

"Our Public Schools" is one of the best publications available for educators to use in spreading information about the importance of public schools and their role in our country.

It traces the story of American education from its early beginnings in the new world through the Colonial Period and the establishment of the Republic to the present time. It quotes the opinions of our Founding Forefathers on the necessity of an educated citizenry in our kind of government.

The effect of the public school as a unifying force in America and its services in the preservation of a variety of ideals, talents, and tastes, brought to these shores by more than forty-one million immigrants, are described in the volume as a basis of a rich American culture. The book points out the contributions of the public schools, not only to the individual but to the economic prosperity, technical progress, and to the national security.

It further shows the relation of personal income to education, its contribution to good health and long life, and to the moral and spiritual values essential to ethical behavior and high ideals. It stresses the basic role of the public school in helping each citizen to realize his full potential and thus make his greatest contribution to the security and advancement of our nation.

Use it as the basis for a unit in high school.

It may be obtained at the nominal price of 15 cents per copy (to cover mailing and postage) from The Supreme Council, 1733-16th St., N.W., Washington 9, D.C. Orders should be accompanied by payment, check or stamps.

## BONDS VOTED

**Willow Springs:** \$70,000 for a 12-room elementary building. Additional funds will bring the total amount expended to \$135,000.



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## PROTECTION HANDBOOK AVAILABLE

Every member of the teaching profession should be thoroughly acquainted with the content of a new 40-page publication entitled, "Disaster Protection Handbook For School Administrators."

The publication, which was produced by a committee whose chairman was James A. Hazlett, Superintendent of Schools, Kansas City, is concerned with setting up disaster protection programs. It describes a short-range pupil safety program and a long-range curriculum program.

It may be obtained from the American Association of School Administrators, 1201 16th Street, N.E., Washington 6, D. C.

## Missouri Cited for Membership Progress

Missouri was singled out six times for special membership honors at the National Education Association Convention in St. Louis July 2.

Dr. Karl E. Berns, Assistant Executive Secretary of NEA, in presenting the Honor Roll of States before the 2nd business session, gave special recognition to all states and territories that had made outstanding membership records in 1958-59.

Across the huge stage of Kiel Auditorium the State NEA Directors were lined in the Pageant of State Flags. Each Director held his state flag aloft. As Dr. Berns cited honors for each state that Director, carrying his flag, stepped forward on the stage for special recognition.

Missouri's flag was brought forward six times for the following honors:

1. An all-time NEA membership record of 17,707. (Previous record, 16,977 in 1956-57.)
2. An increase in membership of more than 1000. (Actual increase, 1,602.)
3. Surpassed the national average of 7% increase over previous year. (Missouri's 10%.)
4. Attained its membership goal and surpassed it by 207 members.
5. Had more than 100 city-wide school systems with 100% NEA membership.
6. Had more than 500 schools reporting 100% membership.

NEA Director Harold Lickey has set the 1959-60 goal at 18,500 members.

School systems that reported 100% membership to the NEA Director by September 1 are as follows:

<b>System</b>	<b>Superintendent</b>
Deering	S. H. Marcellus
Marshall	A. H. Bueker
Slater	Ira E. Grubb

If you haven't enrolled in your NEA do so today. Send your enroll-

ment to National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Dues \$10.00.

## FOREST INDUSTRIES PRODUCES BOOKLETS

Three free forestry teaching aids are being offered by the American Forest Products Industries.

One of the booklets is new, and the others are newly revised. The new one, "Trees and Game—Twin

Crops," shows the relationship of forest management and wildlife management. It is available only to teachers.

The revised teaching aids, "The Story of Lumber" and "The Story of Pulp and Paper," cover processes of lumbering and paper-making. Both are available in classroom quantities.

For the booklets, write Education Division, American Forest Products Industries, 1816 N. Street, N.W., Washington 6, D.C.

## SCHOOLHOUSE SYMPHONY

Music can be stepping-stone for good citizenship and self-discipline as elementary pupils learn concentration and perseverance through musical activities.

Here's heartening encouragement for you who are trying to convince your school or PTA of the benefits of group music in education.

One of the top echelon administrators of a big metropolitan school system holds that music more than any other art shapes life and personality and that group music teaches punctuality, teamwork, discipline, and cooperation.

Also out of 46 scientists and deans of leading U.S. technological institutions who responded to a recent poll, 70% maintained the study of music is of great importance in preparing youngsters for scientific pursuits.

In Pensacola, Fla., where school children learn relationship of music to mathematics, they wind up doing better in both.

Music directors have repeated again and again that by playing in groups students learn to observe quickly, respond correctly to directions, and are more per-



ceptive by sharpening their senses of sight, hearing, and touch.

Going along with this, Evanston, Ill. observes that children learn precision and control from playing together. Furthermore, no disciplinary problem seems to come up with child who has interested himself in music.

All this jibes with reports from many grade schools around the nation where music making is used to stimulate learning.

The above is a digest from ILLINOIS EDUCATION for January, 1959

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All are 3' x 5'

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## A HANDBOOK FOR ELEMENTARY PRINCIPALS

Elementary school principals will find many fine suggestions in the 22-page publication entitled, "A Handbook for the Elementary School Principal," prepared by a committee of principals in the Tulsa, Oklahoma School system. Dr. Dean Fitzgerald, a former Missourian, served as chairman of the committee.

The publication deals with the responsibilities and functions of elementary principals, plan of organization for instruction, routine administrative functions, leadership in instruction and the principal and special education services.

Copies of the publication may be purchased from the Department of Printing, Tulsa Public Schools, Tulsa, Oklahoma. Price 50 cents.

## DEPARTMENT CHAIRMAN PRAISES BUNKER HILL

Mrs. Edith W. Link, chairman, Missouri Science Teachers Association of the Missouri State Teachers Association stated in a recent announcement that she considers it a great privilege for the teachers of Missouri to have Bunker Hill Resort.

Approximately 20 members including their families attended the Executive Meeting of the Missouri Science Teachers Association July 24-26 held at Bunker Hill. Present for this weekend meeting was Dr. George Dimitroff, Professor of Astronomy, Dartmouth College. He presented a travelogue of his experiences in Russia. This lecture was enjoyed by all those present at the resort.

Mrs. Link says that the resort is an ideal spot for future planning, but it is also perfect for promoting closer fellowship for members of any organization.

## SPRINGFIELD PARENTS CONSIDER PROS AND CONS OF HOMEWORK

Parents in the Phelps School district in Springfield recently were faced with the problem "What do you think of homework?" Their answers were encouraging, revealing and helpful. And they might be of use to any school in Missouri—or elsewhere, for that matter.

Mrs. Nellie Bowler, principal at the school, supervised the survey. Questionnaires were sent to parents of 229 children in grades three through six. A substantial number, 203, were completed and returned.

Homework, with varied modifications, was sanctioned by 187 of those questioned. Another 16 voiced a direct "no" when queried on the subject.

Answers to a question on why they approved of homework provided, among others, these statements: "Makes for better understanding of skills;" "good for parent-child relationship;" "Teaches self-reliance;" and, a reason most parents overlooked, "helps to re-educate parents."

The concept of homework was modified in many ways by many parents, but here are a few of the suggested changes: "In moderation;" "Not busy work;" "only if child does not finish work at school;" and "not as a punishment."

Two recommendations received on the applications might be considered: Notify parents when homework is assigned; and assure competent home supervision.

Of the 16 who disapproved of homework, here are a few of their reasons, some no doubt more valid than the others: "Causes dislike of school and teachers;" "makes children nervous;" and "mother works at night and is not home to help child."

After the survey had been completed, the parents were again contacted, this time so they might learn

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the results and receive a few suggestions from the school officials. The letter to parents ended on this note: "Parents share the responsibility for making homework what it can and should be."

### EDWARDS GIVE RARE COLLECTION TO CMSC

One of the nation's largest collections of rare editions of "The Compleat Angler" by Izaak Walton, 17th century English writer, is now in the Ward Edwards Library at Central Missouri State College. The collection of more than 150 different editions of the famous work were given to the College by Mr. and Mrs. Rider Edwards of Osceola, Mo., in memory of their parents, the late Ward and Mamie (Lucas) Edwards.

Mr. Ward Edwards was librarian at Central Missouri State College from 1922 to 1938. He also served as College chaplain.

The Edwards collection of works of Walt Whitman were recently dispersed in an estate settlement and Mrs. Edwards' collection of cook-books was sold to Kansas State College at Manhattan. Mr. and Mrs. Rider Edwards acquired the Walton collection as their memorial gift to the College. Both are graduates of Central Missouri State College.

### BLACK FLAG

Union High School, in Monterey, California, has solved the litterbug problem. After the lunch period, two students and the vice-principal inspect the school grounds. If the ground is unduly littered, the school snack bar is closed for the day and a black flag is run up on the school flag pole. The plan works . . . litter-bugging is on the decline.

### TO STRESS SAFEGUARDS OF SOCIAL STUDIES

This year's annual meeting of the National Council for the Social Studies (NCSS), scheduled for Kansas City, Mo., over the Thanksgiving holidays, will come to grips with the field's most serious problem — the danger of severely curtailed social studies programs as the struggle for pupil time by better financed groups is intensified.

This is the warning sounded by NCSS President Howard H. Cummings, a former Missourian, as he announced plans for the 39th annual convention, Nov. 25-28. An estimated 1200 to 1400 teachers are expected to attend.

"The social studies," said Mr. Cummings, "make up a major portion of the education of the average American before he goes to college. Unlike science, mathematics, and modern language, it cannot look forward to heavy government subsidies and in the recent past has received

no substantial foundation support."

Warning also against static or obsolete programs, Mr. Cummings added, "The teachers who believe in advancing and improving the social studies program must make a considerable contribution in time and effort which will not be reimbursed."

The Thanksgiving meeting, according to Mr. Cummings, is designed to bring to social studies teachers the latest research in the field and to enable the researchers to find out from teachers what problems are currently most in need of solution.

Among the distinguished speakers who have been invited to give talks during the convention are Dr. James

R. Woodworth, Miami University, Oxford, O.; Robert C. Cook, Population Reference Bureau, Washington, D.C.; Dr. Paul R. Olson, State University of Iowa, Iowa City; Dr. Clarence W. Olstead, Department of Geography, University of Wisconsin, Madison; Dr. George L. Anderson, Department of History, University of Kansas, Lawrence.

Dr. Howard E. Wilson, dean of the school of education at the University of California at Los Angeles, will be the featured speaker at the banquet meeting on Friday evening. His topic will be "Innocents Around the World in 1959."

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### WHAT PRICE DOUBLE SESSIONS?

This is a report of a study of what happened when a high school ran two shifts a day for one year. The 16-page publication may be secured from the National School Boards Association, 1940 Sheridan Road, Evanston, Illinois. Price 25 cents. Quantity discounts.

### MISSOURI TEACHERS JOIN EXCHANGE GROUP

Missouri teachers are joining with other teachers in the nation in the teacher exchange program conducted by the U.S. Office of Education. One has participated in the summer seminar and three left New York the latter part of August to go to their assignments abroad.

James G. Angell, Pembroke Country Day School in Kansas City, is teaching in Japan.

Martha P. Cronin, Wade School, St. Louis, has exchanged positions with Patricia A. Miller, Becontress Secondary Modern School, Dagenham, Essex, England, and Gloria Fay, Bel-Nor Elementary School, Normandy, has exchanged positions with Eddie Phillips, Stanville Road School, Birmingham, England.

Rita C. Cholet, Dewey School & Nottingham School in St. Louis attended a summer seminar in France.

### HE FORGOT TO ORDER HIS AEW MATERIALS EARLY



Don't wake up unprepared. Write today for the planning folder and order form which describe new American Education Week materials for the 1959 observance, November 8-14. Write AEW, NEA, 1201 Sixteenth Street, N.W., Washington 6, D.C.

### SURGERY

To help the public determine who is qualified to perform surgery, a 30-minute motion picture "Hands We Trust," has been produced for the American College of Surgeons. The 16 mm sound film will be sent without charge, and the return postage prepaid, by writing to Director, American College of Surgeons, 40 East Erie Street, Chicago 11, Illinois.

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Thanks again for your promptness.

Sincerely,  
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High interest level for boys as well as for girls.

Teachers' edition at each level gives clear concise instructions for the use of the reader and the accompanying activity book.

**Diagnostic Tests**—designed especially by the Sheldon authors for the SHELDON BASIC READING SERIES. Easy-to-follow instructions make it simple for the teacher to get a complete picture of each child's reading status.

**Invitation**—Please visit our exhibit at the November meeting of the Missouri State Teachers Association in St. Louis to see new and recent books.

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John Gunther's HIGH ROAD is an entirely new television series—succeeding Bold Journey as the only commercial TV series used by more than 100,000 teachers to aid classroom work; free Teachers Guides are provided by the Ralston Purina Co. The Teacher Awards Program has been established in recognition of those teachers who best stimulate students' interest in the world around them.

If John Gunther's HIGH ROAD can be viewed over the ABC-TV station in your area, send for Teachers Guides by writing to:

**Ralston TV-Education Department, P. O. Box 487, New York 23, N.Y.**

All teachers receiving Teachers Guides for John Gunther's HIGH ROAD will receive an application form for the Teacher Awards Program.

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## TEACHERS' LUNCHEON DEADLINE NOVEMBER 1

Those desiring to attend the Department of Classroom Teachers Luncheon to be held in the Ivory Room, Sheraton-Jefferson Hotel, St. Louis, Thursday, November 5, should get their ticket reservations in by November 1.

The speaker will be Dr. George Z. F. Bereday, Professor of Comparative Education, Teachers College, Columbia University, New York.

The price of the luncheon is \$3.75 and reservations with check or mon-

ey order for tickets should go to John W. Simpson, 6535 Devonshire, St. Louis 9, Missouri. Tickets not paid for in advance will not be held.

## FINANCIAL REPORT TO PATRONS IN BULLETIN

The yearly financial report of Hazelwood School District was made available to patrons through the "Hazelwood School District News." The August issue carried a complete resume of receipts and disbursements with pictorial graphs showing where the district's money came from, and where the money was spent.

## Positive Steps to Understanding Mathematics

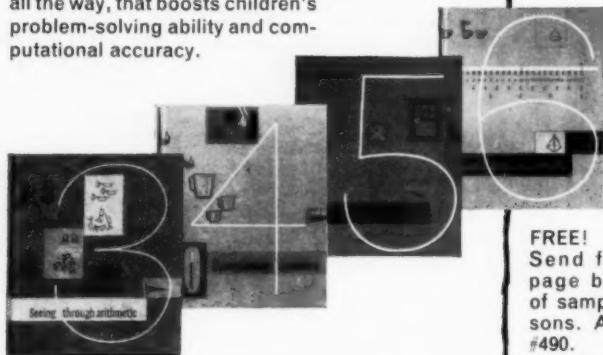
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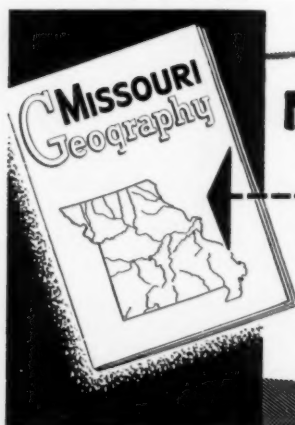
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## Missouri Geography

by Walter Browne

An earnest presentation of the principal facts of Missouri's physical and economic geography. Graded for use in grades seven, eight, or nine.

Retail, \$3.00; Wholesale or Net, \$2.25

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## Recent Opinions by the ATTORNEY GENERAL

### TAX COLLECTION

(1) In township organization counties, the township collector for each township in which a reorganized district lies shall collect all taxes for the reorganized school district. (2) There is no provision in the law authorizing or permitting a city treasurer or other city official within a reorganized school district to collect taxes for the district.

### TAXATION, AIRLINES

Senate Bill No. 179, adopted by the 70th General Assembly, relating to assessment and taxation of the flight equipment of airline companies, does not govern the manner, method, and procedure for the assessment of such flight equipment of said companies for the year 1959.

### RETIREMENT

Teachers employed by the State Board of Training Schools are members of the Public School Retirement System and teachers employed by the Division of Inmate Education of the Department of Corrections are to become members of Public School Retirement System when House Bill No. 258, 70th General Assembly, becomes effective.

## DEATHS

CAROLINE GAYLER, teacher in St. Louis public schools for 50 years, died July 30, in an Overland nursing home.

LEONARD RUSHING, 54, principal of the Cooter High School, died August 6 of a heart attack.

DR. GEORGE W. SCHAEFFER, 41, director of the department of chemistry, St. Louis University, died August 16.

JOHN E. HOLMAN, 60, died August 14. At one time he served as Superintendent at Fayette, Macon and Brentwood. He was currently teaching at Riverview Gardens.

DR. JOSEPH D. ELLIFF, 95, a member of the University of Missouri faculty for 53 years starting in 1904, died August 28 at his home in Columbia. He received a Missouri State Teachers Association distinguished service award in 1937.

WESLEY HOY, 62, associate professor of agriculture at Southwest Missouri State College, Springfield, for the past 12 years, died suddenly August 24.



## Reading Material Of The Past

(Continued from page 20)

above, there were some books in school libraries which were great favorites. In the first two decades of the twentieth century especially, young people enjoyed the *Carpenter's Geographical Readers* by Frank Carpenter. They found them a very interesting source of information about far-away places in the years before travelogues and television made these places familiar.

### Periodicals

Periodicals had their place, too, in furnishing reading for young people of some years ago. Nearly all farm weekly or monthly magazines or newspapers had a "continued" story which was read with interest and waited for impatiently for the next installment. The humorous writings of Petroleum Vesuvius Nasby, the pen name of David R. Locke, were much admired and often quoted.

One of the periodicals which was widely read was *The Youth's Companion* which was published for more than one hundred years and which was discontinued about thirty years ago. Although entitled the *Youth's Companion*, it was known as "The companion for all the family," and it was just that in the days when reading material, for rural people particularly, was limited. More than one youngster hurried home from school on the day the "Y.C." was expected in order to read the continued story first. One family always saved the "Y.C." for Saturday night reading after the baths were over. There was much scampering around and splashing of water in the hurry to get through for the reading session.

When Abraham Lincoln said that the things he wanted to know were in books, and his best friend was the man who would get him a book he had not read, he probably voiced the sentiments of many a youngster in the years gone by.

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### LIFE NEAR AND FAR

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Simple geographic concepts help 3rd graders understand their community and establish correct concepts about the earth and their relation to it. Easy reading. 96 pp. Tests. Book & TE\*, each: List, 68¢; Net, 51¢.

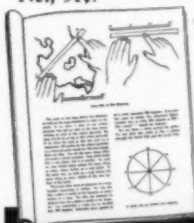
### LIFE IN DIFFERENT LANDS

By Hoffman, Bowden, and Kennamer, Gr. 4  
How contrasting environments develop contrasting ways of life is presented in simple language, easily understood concepts. Differences of living in lowlands, desert, and mountains explained. 112 pp. Tests. Book & TE\*, each: List, 68¢; Net, 51¢.

### LIFE IN THE AMERICAS

By Hoffman, Bowden, and Kennamer, Gr. 5  
This Worktext expands all the geography concepts revealed earlier in the series and employs a fresh, new treatment of the U.S., Canada, Alaska, and Latin America. 144 pp. Tests. Book & TE\*, each: List, 68¢; Net, 51¢.

\*Teacher's Edition available.



### LIFE IN LANDS OVERSEAS

By Hoffman, Bowden, and Kennamer

The new and up-to-date treatment of lands overseas makes this Worktext a *must* for 6th graders. The entire Eastern Hemisphere is thoroughly covered, using many maps, charts, etc. 164 pp. Tests. Grading Chart. Book: List, 68¢; Net, 51¢.

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# PREPARING for TEACHING

By C. F. Bevans,  
Northeast High School,  
Kansas City

A DESIRE for knowledge, humaneness, personality, a love for children and leadership are considered prerequisites for teaching by members of the Kansas City Northeast High School Future Teachers of America organization. At a recent meeting, the group, with their sponsor, C. F. Bevans, stated they felt the traits presented below are most necessary to successful teaching.

*Desire for Knowledge:* To want to learn is a natural thing. A strong desire in learning is conducive to high achievement. Seeking knowledge of many things keeps one well informed. However, this is an age of specialization. The more knowledge one gains in a special field tends to make him an expert. The desire for knowledge is a prerequisite for becoming a teacher. The ability to impart knowledge is a true gauge of teacher caliber.

*Personality:* In any field of endeavor personality is the strong factor. So much has been said about personality that no matter what kind you have it represents you and therefore the blend must be satisfying. So it is with teaching. Of all traits in a personality that quality of having a sense of humor is the most desirable. The ability to give and take makes for better handling of people, especially children. The teaching personality must be creative, dignified, with the ability to project itself and ideas to those who would learn. In teaching more than in other fields the personality is very important.

*The Human Trait:* It is not difficult to see the human qualities in a

person. To be considerate of others is human. To possess the trait of being kind is human in the greatest sense. Wanting to help others could be an ideal goal for living. All of these are a must in the teaching area.

To forget one's self for the service of others brings about a perfection in the teaching field. This frame of mind is evident in every great teacher or humanitarian. In teaching, being human must be a part of the personality. The Golden Rule could be applicable. The ability to project human kindness when serving others is needed for high attainment and lasting results. Only those serving with the true purpose of helping and tenderness for human wants can shape the destiny toward good which is in the lives of little children.

*Like Children:* To teach children one must like them. It has often been said, "The child knows who likes him." One must be patient. To look over errors and mistakes and not magnify them is a good trait. To watch children grow and be molded into the right way by one's hand is the greatest service a person can perform in this world.

*Ability to Lead:* One must be strong in his convictions of what is right and then see that it is carried over in the education of the child. To be able to encourage another is an ability in itself so long as it is in the right way. The best teaching is by example. If one does the right thing in front of the child soon he will be doing the same thing for what they observe is readily repeated at another time.

# PROTECT Your Retirement Benefits

IF you as a member of the Public School Retirement System of Missouri can't positively answer yes to each of the following nine questions your retirement benefits may be in jeopardy.

1. *Do you know your membership number?* When you became a member, you were informed of your membership number. If you refer to that number when writing the retirement office, your records can be readily located and your inquiry answered immediately. If you have misplaced your number, it can be obtained from your superintendent who has a record of the numbers assigned to all teachers in the district.

2. *If you have moved, have you notified the retirement office of your new address?* You can be assured of receiving periodic mailings if your current address is on file. Your address cannot be changed on the records unless authorized by you.

3. *If your name has changed, have you informed the retirement office?* Your records can be changed only if you file a completed "Affidavit—Change of Name" with the retirement office.

4. *Is your designation of beneficiaries up-to-date?* You can assure your dependents of the maximum possible protection if your designation of beneficiaries is kept current.

5. *If you taught in Missouri prior to July 1, 1946, have you claimed credit for the service?* A form on which you have recorded teaching services before July 1, 1946 should be filed if you have neglected to claim prior service credit.

6. *If you have taught out-of-state or have served in the armed forces, have you claimed credit for that service?* You have the opportunity to claim such credit within five years from the date of your return to teaching in a district in the retirement system.

7. *If you have previously withdrawn contributions, have you applied for reinstatement?* If you have returned to teaching following withdrawal of contributions, you may make application to reinstate your previous service within five years of the date of your return to teaching.

8. *Are you aware that you can make additional deposits to the retirement system?* You may deposit additional sums not to exceed 10% of the annual salary rate on which you contribute to provide an addition to your allowance at retirement. However, if you have only a few years to serve before retirement, these deposits would not be especially advantageous, since the total of the deposits and interest credited on them would be a relatively small amount.

9. *Have you filed a copy of your birth certificate with the retirement office?* A copy of the certificate should be a part of your permanent record in the retirement office. No benefit can be paid to you prior to the furnishing of proof of date of birth.

If your answer to any of these questions is "No", you may write the retirement office at P. O. Box 268, Jefferson City, for the proper forms to file so that your records may be made complete in every way.

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## New BOOKS

**How Old Is The Earth?** First Edition, by Patrick M. Hurley, Doubleday & Company, Inc., New York, 1959. 152 pages. Price 95 cents.

**Magnets: The Education of a Physicist,** First Edition, by Francis Bitter, Doubleday & Company, Inc., New York, 1959. 145 pages. Price 95 cents.

**Soap Bubbles and the Forces Which Mould Them,** First Edition, by C. V. Boys, Doubleday & Company, Inc., New York, 1959. 156 pages. Price 95 cents.

**Echoes of Bats and Men,** First Edition, by Donald R. Griffin, Doubleday & Company, Inc., New York, 1959. 145 pages. Price 95 cents.

**The Neutron Story,** First Edition, by Donald J. Hughes, Doubleday & Company, Inc., New York, 1959. 150 pages. Price 95 cents.

**Textbook of Anatomy and Physiology,** Fifth Edition, by Catherine Parker Anthony, The C. V. Mosby Company, St. Louis, 1959. 536 pages. Price \$5.35.

**Educational Psychology,** Fourth Edition, by Charles E. Skinner, Prentice-Hall, Inc., New York, 1959. 739 pages. Price \$7.95.

(Continued on page 50)

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## Teacher Training

(Continued from page 29)

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11. To increase ability to work effectively with and report to parents in regard to their child's growth and development.
12. To understand the next level of the school system in order to provide for continuity in the education of children.

### Start Study Groups

Initiated by teachers, the study groups at Normandy are developed around pertinent school problems. The program, as it is now organized and operated, generates much interest on the part of the teacher.

For the third straight semester Normandy teachers have pioneered in a series of aviation education workshops which are a part of the school's In-Service Training Program. Last fall an advanced course, requested by the teachers, was organized through the cooperation of Lt. Col. William A. DeLano and the USAF, ROTC staff at Washington University. It was developed around the following areas: a) climate, b) weather, c) navigation, d) global concepts (study of maps, charts and globe), e) rocket and missile program, f) others that the group selected.

In the two workshops offered during the 1957-58 school year, teachers met one night each week to hear outstanding speakers from the Civil Air Patrol, commercial air lines, private air lines, colleges, United States Air Force, local airport personnel, air national guard and others.

### Flight Experience

Flights to Strategic Air Command Institute, Offut AFB, Omaha, Nebraska, and Chanute AFB furnished teachers with information and experiences that could be used as background material to motivate class discussions in their various schools. At Chanute teachers saw the latest in

parachute and survival equipment for crews operating at extreme altitudes and speed.

Arrangements were made for light plane orientation at Lambert Field with full opportunity for basic instructions and an hour's flight. The flight experience included take-offs, landings and approximately 20 minutes at the controls.

Civil Air Patrol booklets, Units I-VI, were used as a basic text for the workshop and tests were given over the materials. Up-to-date movies, demonstrations and illustrated lectures added to the course content along with the assembling of CAP model plane kits.

Capt. Gloria Fay of the CAP, who teaches 5th grade at the Bel-Nor school in Normandy, served as the leader of the classes.

The Aviation Education Workshop helped:

1. To provide the teacher with an adequate background in aviation so that he/she might bring it into the classroom.
2. To provide a source of aviation materials for use at all grade levels.
3. To provide means of enriching the present curriculum.
4. To inform the teacher of the resource materials and persons available for assistance.

In addition to the Advanced Aviation Education course which was offered during the first semester of the 1958-59 year, an elementary science class included plans to use materials which will be functional and integrated with other subject areas.

The certificated personnel of the Normandy School District, prior to September, 1958 participated in the in-service program to the following degree:

- 145 had received no credit
- 76 had from 1-5 credits
- 61 from 6-10 credits
- 8 from 11-15 credits
- 8 had 16 or more credits.

The Board of Education has had requests from time to time for teachers outside the district to participate in some of the courses. This permission has been granted on numerous occasions.

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**41. Military Guidance in Secondary Schools** was prepared for teachers, principals and counselors to provide an over-all view of the problems of military guidance. It suggests ways of incorporating military guidance services and practices into the guidance and educational programs of the school. Reading time 50 minutes. (Dept. of the Army)

**42. The Secret of Getting Ahead** was especially prepared for high school seniors. It outlines the wide variety of technical training programs provided by the U. S. Army. Emphasis is given to the Graduate Specialist Program Army schooling and shows how service training may be used to advantage in civilian life. Available in quantities sufficient for the men in the senior class. (Dept. of the Army)

**43. Information** regarding the Phonovisual Method of (phonics) instruction for kindergarten, primary and remedial levels. (Phonovisual Products, Inc.)

**44. Graded Catalog of Books for Elementary and Junior High Schools and Classified Catalog of Books for High School Libraries.** (J. B. Lippincott Company)

**46. Teachers Guides and a Teachers Manual for John Gunther's High Road** enable teachers to stimulate their students' interest in other people and other lands through this unique television program. **John Gunther's High Road** is a weekly after-school documentary television series which explores the four corners of the world with Mr. Gunther as guide. Teachers Guides are available (one to a teacher) if the program is telecast in your area. See ad in this issue for information regarding the **John Gunther's High Road Teacher Awards Program.** (Ralston TV-Education Department)

**3. Samples** of cut-out letters for use on bulletin boards, signs, posters and other uses. (Mutual Aids)

**5. Brochure** of sample gift tie ribbon and gift wrap paper. It suggests ways to earn money for group activities. (O & W Gift Tie)

**8. Worktext Catalog** lists Worktext workbooks, teaching aids, texts, readers and library books. The fields covered are mathematics, science, reading, music, history, geography, industrial arts (drawing and shopwork), health and many others as

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25. **U. S. Trails Map** is a colorful 17" x 22" map of historic United States Trails depicting events and historic places since 1595 as related in the American Adventure Series. Includes complete information on the graded corrective reading program. (Wheeler Publishing Co.)

27. **Brochure** which outlines the assistance available to persons who have written a manuscript and who wish to know how to go about having it published. (Greenwich Book Publishers)

28. **Guide to Examination of Webster's New World Dictionary**. An 8-page illustrated brochure showing the salient features of modern dic-

tionary. Includes a composite page illustrating the 34 components every dictionary should contain. (The World Publishing Company)

29. **Handicraft Materials** a catalog listing low priced project ideas for Christmas, such as items for stained glass windows, ceramic or plastic mosaic tiles, wooden boxes to be decorated. One copy only and only to teachers. (Cleveland Crafts Company)

34. **Popcorn in the School** 15-page brochure showing the food value of popcorn and how to get started in the popcorn business in the school. Also to be included is a 120-page catalog of concession equipment and supplies. (Gold Medal Products Co.)

35. **Cotton—Nature's Wonder Fiber** Notes about a 27 minute color film, which tells the story of modern cotton and explains how the film may be secured without cost. (National Cotton Council)

62. **Catalog** listing all forty titles in *The Rainbow Classics*. (World Publishing Company)

58. **Russia by Motorcoach**—a folder describing a 17-day program of traveling overland between Helsinki, Moscow and Warsaw. Show complete itinerary, offering a choice of 36 different departure dates. (Maupintour)

## Esperanto

(Continued from page 34)

as in German. Spoken Esperanto impresses the ear much like Italian.

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Those pupils not continuing in language would nevertheless have gained some of the benefits which only the study of a second language can give, an experience of which most pupils now are completely deprived.

Where would teachers of Esperanto be found? Teachers now certified for Latin and English, or for

English and foreign language would find Esperanto as easy as falling off the proverbial log. A summer of selfstudy or an inexpensive correspondence course would suffice.

An examination for teachers could be prepared, following the outline of examinations already in use for French or German. Since the certain Esperanto course would be its help toward a better mastery of English, the credit earned should count as a credit in English. The course should include general language features, and might be called "Esperanto General Language."

Summary. The interlanguage, Esperanto, is capable of performing in the mass school of today the functions which Latin performed in the select school of yesterday. At the same time it provides many of the cultural and practical benefits of a modern foreign language. Its inclusion in the curriculum would fill a void that now exists in the education of most of the pupils, and would contribute to a more effective program in Latin and foreign language.

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### New Books

(Continued from page 46)

**Sex Education For The Growing Family**, by Lester D. Crow, Ph.D. and Alice Crow, Ph.D., The Christopher Publishing House, Boston, 1959. 189 pages. Price \$4.00.

**Administrative Theory**, by Daniel E. Griffiths, Appleton-Century-Crofts, Inc., New York, 1959. 113 pages. Price \$1.25.

**Understanding Mentally Retarded Children**, by Harriet E. Blodgett and Grace J. Warfield, Appleton-Century-Crofts, Inc., New York, 1959. 152 pages. Price \$1.35.

**Creativity in the Elementary School**, by Miriam E. Wilt, Appleton-Century-Crofts, Inc., New York, 1959. 69 pages. Price 95 cents.

**Counseling in the Physical Education Program**, by Rosalind Cassidy, Appleton-Century-Crofts, Inc., New York, 1959. 151 pages. Price \$1.35.

**Physics—An Exact Science**, by Harvey E. White, D. Van Nostrand Co., Inc., New Jersey, 1959. 597 pages. Price \$5.96.

**Improving Your Spelling Program**, by Walter T. Petty, Howard Chandler, Publisher, San Francisco, 1959. 74 pages. Price \$1.40.

**A Guide To Teaching Materials In Elementary Health Education**, by Dr. Howard E. Westcott, Howard Chandler, Publisher, San Francisco, 1959. 32 pages. Price \$1.00.

**Constructive Classroom Control**, by Irwin O. Addicott, Howard Chandler, Publisher, San Francisco, 1958. 46 pages. Price \$1.25.

**The Call of the Wild**, by Jack London, Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois, 1959. 189 pages. Price \$2.20.

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### Business

(Continued from page 17)

sources and student experiences were used whenever possible.

Our class at Hardin, an agricultural community with a high school enrollment of approximately 100 students, consisted of 10 senior girls. With no industrial manufacturing in their home community and with few business courses to serve as background (six of the girls had previously taken only typewriting), these students began the class with a relatively poor understanding of our business system, its principles and problems, and of the principles of intelligent consumption of goods and services produced by business.

The degree to which the objectives of any course are achieved is difficult to determine because of the lack of valid measuring instruments or yardsticks needed for this purpose. All will concede, I think, that the task of measuring concepts is formidable.



Nevertheless, some general observations can be made.

### Student Interest

The objectives listed were more nearly achieved than in the average high school course, I believe. Student interest was good, assimilation of course material exceeded that of the average class, and perhaps most important, the students could readily identify themselves and their needs with the course objective. Specifically, five students demonstrated extraordinary—beyond my previous experience—interest in the course and an excellent understanding of the materials presented and business and economic problems discussed; three students showed above average interest and adequate insights, and only two demonstrated below average interest or understanding.

Although the Hardin experiment was relatively successful, two possible improvements are apparent. First, if a textbook which parallels the course outline were written and adopted, the job of the teacher would be easier. This textbook probably would be helpful to the students also; even excellent students seem to have become so conditioned that they feel insecure in a non-textbook class. And secondly, proper guidance, making students aware of course content prior to enrollment, would be most desirable.

However, the need for improvements should not preclude integration of this course in the high school curriculum; few courses are Utopian whether they be new or old. Surely the extra effort of the business teacher in offering a non-textbook course such as this would be justified by the necessity for the understanding of business principles and problems by all members of our democracy.

### Landmarks

(Continued from page 16)

within. In true learning the soul of the child reaches out and takes learning unto itself and assimilates it as individual needs require.

The good teacher will consistently insist on the best from within the child, and see that only the best goes

into the child's life. The good mother carefully guards and cultivates her child's appetite, but she doesn't hold his nose and stuff an exact amount of certain foods into him against a regurgitating stomach.

The child is the recipient of all the good favors provided by needed educational nourishment. The great work of God's creation is developing within each individual child. His yearnings will naturally reach out for help. The understanding teacher will guide this inward nature of each individual child. To a real teacher a child isn't "just another kid."

### View Entire Problem

We shouldn't blame the teacher until we have viewed the entire picture. Probably the administration or the parents are more to blame than the teacher. Attitudes, aptitudes, and sincere respect for all that is good and right are principally engendered in the proper type of home. Then, in school the administration should set a stage of tranquil perfectiveness for the teacher. There are ways and means to help teachers carry out their work, but this is a big order.

Let us hope and pray that our good American public will thoughtfully concede that revolutionary changes are progressively necessary at this time but must be firmly founded upon the basic principles of our American way of living which were duly established by landmarks of our fathers.

Attitudes and aptitudes along with knowledge and skills must be deeply inculcated into the lives of our children if we are to survive as champion protectors of human rights.

We'll never develop efficient scientists in mass production by communistic educational methods any more than we have succeeded in developing efficient youth citizenship in all in the past few years by "back door" methods of attack.

Russian techniques of education are not adaptable to our democratic ideals. They are stalemated by lack of sympathy and consideration for human values in life. The ultimate culmination of communistic education is without question national suicide.

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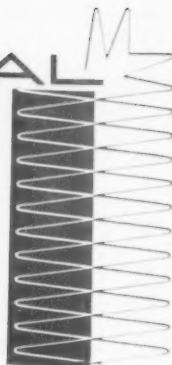
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# EDITORIAL



## The Grass is Greener In Spots

**M**ANY states held Legislative Sessions this year. Success was spotty, but some notable advances were made.

One of our near neighbors, Indiana, made several notable advances including an increase of 24 million dollars in state funds over the appropriation for last biennium. It has been estimated by Indiana officials that this is sufficient to guarantee a statewide average salary for teachers of \$4,500. This is \$300 below the state minimum average provided by law.

It was not necessary for the Indiana Legislature to pass any new taxes or increase existing ones in order to provide more money for public schools. This body at its 1957 session had seen the need for additional funds and had passed the necessary legislation (not in the form of referendums).

An adjoining state, Illinois, increased its state support for public schools by \$52,000,000 per year. Illinois needed to raise additional revenue to do this and accomplished it by increasing the state sales tax from 2½ per cent to 3 per cent and the use tax from 2½ per cent to 3 per cent with the proceeds in both instances to go to public schools.

It is worthy of note in passing that the Illinois Legislators were also willing to vote this tax without referring it to a vote of the people.

Each Illinois assemblyman is paid \$6,000 per year to serve in the Legislature. Missouri pays \$1,500.

Important gains were made in the School Foundation Formula in Ohio. It was increased by \$49,000,000 for the biennium. Of this \$27 million will be taken up by the increase in enrollment, and the remaining \$22 million will be available for bettering the quality of the school program. Ohio appropriated \$413 million for schools for the 1959-61 biennium.

Additional taxes were necessary to finance Ohio's spending for schools, and other purposes. The tax program included an increase in the cigarette tax, restoration of the 1c bracket on sales below 41c, increased corporation taxes, a mark-up of the prices on liquor sold in state stores, and other minor tax changes. The total amount of additional taxes levied is estimated to be \$191 million exclusive of a 2c increase in gas tax

earmarked for highway purposes. Provided Missouri's new use tax raises the amount estimated additional taxes voted by the last General Assembly could amount to about \$12 million.

In Missouri state and local taxes take 6.7 per cent of one's personal income. Delaware is the only state of the 48 (reported) that takes a lower per cent, 4.9. It seems reasonable to believe that Missouri citizens are willing to pay more taxes for necessary services that are not now being adequately financed.

In the Pacific Northwest the state of Washington budgeted \$60 million more for education than was provided for this purpose two years ago. Washington was already providing school support equal to 50.2 per cent from the state level. The state of Missouri provides only 33.2 per cent of our public school funds. Washington voted an extra \$125,000,000 in additional taxes. Mostly this will come from an increase in the sales tax from 3½% to 4%.

In a special session of Washington's Legislature it authorized a \$34 million bond issue to provide state matching funds for school building construction. It is to be amortized from a cigarette tax.

The examples of school progress cited above show that these great states value education and are willing to make funds available to support their belief.

Progressive action in these states was brought about by informed citizens who in turn let their legislators know how they felt toward improved provisions for public schools.

Undoubtedly the first step in the chain of communication that eventually leads to legislative action was forged by teachers and administrators. Members of the teaching profession should be the first to recognize the needed improvements in the school program that could be strengthened by the use of more money. Such needs, once recognized, must not be camouflaged but should be discussed openly and frankly with all citizens in the district. If more funds are needed to provide higher starting salaries to attract competent teachers—tell the people. If more funds are needed to keep career people from moving to better paying systems or occupations—tell the people. If it takes more money to provide adequate science equipment—tell the people.

If Missouri is to get its new improved School Foundation Formula financed in full at the next session of the Legislature all must begin now to interpret school needs to each citizen including *members and would be members* of Missouri's General Assembly.

Education deserves a priority rating because it is basic to our way of life—let us not neglect it.

Let us gladly recognize in the last ten years in Missouri we have moved at an unprecedented rate toward our goal of adequate school finance. Only three states have topped Missouri during this period—1948-49 to 1958-59—in achieving a greater per cent of increase in current expenditures for pupil in average daily attendance. Missouri has had an increase of 93.1 per cent. Let's not stop here!



Through Junior Achievement, thousands of teenagers like those above learn just what is involved in running a business. Here officers of the Jacoco Company, St. Louis, put the finishing touches on Jacoco products—deco-

orative trays made from huge coconut leaves. (L. to R.) Jan Beiersdorf, vice president; Gene Burnett, president; Pat Reynolds, secretary; adviser Art Greene, Standard Oil Company; and Jean Good, treasurer.

## Young "businessmen" learn an old lesson



Decorative tray by Jacoco

You might not think a Junior Achievement Company, like the Jacoco Company, and Standard Oil have much in common. Jacoco makes decorative trays—Standard, hundreds of oil products. Jacoco has 14 employees—Standard, 46,000.

But as Jacoco Company Junior Achievers learn, Standard and Jacoco have quite a bit in common when it comes to money matters. So does every other business.

A business takes in just so much money during the year. Out of this amount it must buy raw materials and supplies, pay its employees and pay taxes (some direct—some indirect). Then, if it is well managed, it will

have something left over to provide for future growth and to pay owners a return on their investment.

Take Standard Oil and subsidiary companies, for example. Last year we worked from January 1 through December 12 (346 days, to be exact) just to cover our costs of doing business. Of every dollar we took in, 94.8% went to satisfy our obligations to our suppliers, our employees, to local, state and federal governments for taxes and to cover charges for wear and tear.

This left us 5.2%—the result of only 19 days' operations—for profit. About half of this was used to strengthen our company by expanding facilities to improve the products and services you, our customers, receive. We are continually at work to make oil more useful to more people than ever before.

The balance went to our 152,000 owner-shareholders as dividends. This marked the 65th consecutive year that Standard has paid

dividends. A total dividend value of \$1.687 per share was paid in 1958.

So you see, no matter what its size a company must watch its pennies carefully if it is to continue to give its customers better value for their money. That is our constant aim at Standard.

### WHAT MAKES A COMPANY A GOOD CITIZEN?

One measure of good citizenship is a company's frankness with customers, employees, stockholders, the public. We at Standard try always to keep our neighbors informed—to show how we work, where our money goes and how we contribute to the progress of the communities in which we live and work.

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